

# WORKBOOK for YOUNG EXPLORER

by J. W. Woodhead



BOOK 4

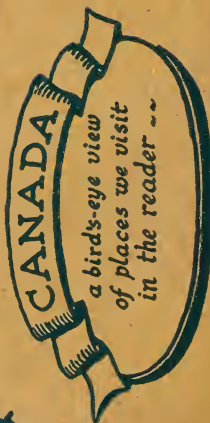
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CANADIAN PARADE READERS

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*WORK BOOK*

TO ACCOMPANY

*Young Explorers*

General Editor: DONALDA DICKIE



T. W. WOODHEAD

ILLUSTRATED BY

ILLINGWORTH H. KERR

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J. M. DENT & SONS (CANADA) LIMITED

TORONTO

VANCOUVER

My Name: ..... Grade: .....

School: .....

Date: .....

## SOMETHING ABOUT ME

I am ..... years old. My birthday is .....

I live at .....

My Hobby is .....

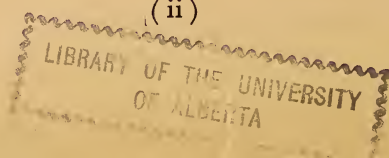
I am also interested in .....

Outside of School I take lessons in .....

When I grow up I think I should like to .....

Snapshot

( ii )





## FOREWORD

This work-book accompanies *Young Explorers*, the FOURTH READER of the CANADIAN PARADE READERS and forms an integral part of the year's reading programme. It does not replace actual class discussion of the selections contained in the reader. It can not. It has very little to do with literary values. It does, however, supplement this class discussion by providing a variety of exercises designed to give the individual pupil practice in certain definite reading skills. As is the case with all work-books of this type, the greatest value to be derived from its use is obtained from the pupils' discussion of their answers, from their attempts to justify them, usually by reference to the text. It is not enough to assign exercises and mark answers right or wrong.

Most of the exercises follow the reading of the selections on which they are based. A few are reviews of whole chapters. One or two should be done before a selection or chapter is begun.

Six simple tests, similar in type and approximately equal in difficulty, are placed at intervals through the book. They will help to indicate the pupil's silent reading progress. They include questions on central meaning, specific detail, vocabulary, and inference.

There are a few exercises on rhyme and rhythm and on the use of a dictionary. The exercises are in many different forms, but throughout the book emphasis has been placed on close observation and thoughtful interpretation and inference.

### HOW TO USE THE WORK-BOOK

Each teacher will develop his own method of using the work-book. Many teachers have found, however, that it is best to keep the books as a class group in such a way that they may easily be distributed and that an individual pupil may quickly obtain and return his own copy. Test exercises contained in the book are of more value if the books are not kept by pupils in their own desks.

Careful and immediate marking of each exercise is essential. This checking may often be marking by the pupils themselves during class discussion of the exercise. Close supervision by the teacher is necessary, however, to ensure satisfactory evaluation of answers and neatness of work.

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# CANADA



A. Decide what colors will be best for the sea, the forest, the plain, and the mountains, and color the map on this page.

B. Learn the four-line poem on page 3 and write it from memory on the lines below.

.....

.....

.....

.....

C. The top part of a map is the north; the bottom is the south; the left hand part is the west; the right hand part is the east.

The word NORTH has been printed for you in a little oblong. Print the words SOUTH, EAST, and WEST in the proper oblongs.

Write *north*, *south*, *east* or *west* in each blank.

1. Canada lies ..... of the United States.
2. The "Thousand miles of plain" lies ..... of the "Two thousand miles of forest."
3. We must travel ..... to go from the "Thousand miles of mountain" to the "Two thousand miles of forest."
4. The Pacific Ocean is ..... of Canada.
5. The island of Newfoundland lies ..... of Canada.

## TEST No. 1

Underline the correct answer if four answers are printed for you. Write the correct answer on the line if a line is drawn for you.

I. A little calf was born in the ocean on a sunny day in April, 1925. That is, his mother thought he was little. You would have called him very large, for he weighed seven tons. He weighed as much as seven very large horses.

1. This paragraph is about:  
(a) seven very large horses  
(b) the size of a new-born calf  
(c) a sunny day in April, 1925  
(d) what the calf's mother thought.
2. Where was the little calf born? .....
3. How much did the calf weigh? .....
4. Which word tells us that it was not dark and cloudy when the calf was born? .....
5. What do you think the calf was?  
(a) a baby elephant  
(b) a little Jersey cow  
(c) a baby whale  
(d) a baby salmon.

II. Away over to the west, high in the mountains, lived a wild mountain goat. He was a proud, beautiful fellow with sharp, pointed horns, and for years he roamed happily over the mountain tops, king of the castle, as you would say. However, one day, when the cold winds blew from the north, he said to himself, "Baa, baa! It is high time I gave up my roving ways and settled down in a snug little home of my own. I shall build myself a house."

1. The main idea of this paragraph is that:  
(a) the goat roamed over the mountain tops  
(b) the winds from the north made the goat feel very cold  
(c) the goat decided to build a house  
(d) the goat was a proud, beautiful fellow with sharp, pointed horns.
2. Find a word in the paragraph meaning *WANDERED*. .....
3. Find a word which tells us that the goat *enjoyed* roaming over the mountain tops.  
.....
4. The goat loved to wander:  
(a) away over to the west, (b) to his snug little home,  
(c) away from the cold winds of the north, (d) over the mountain tops.



5. How old do you suppose the goat was?  
 (a) six months, (b) one year, (c) two years, (d) over three years.
6. The goat decided to build a house because:  
 (a) the winds from the north made him think of shelter  
 (b) he was king of the castle  
 (c) he settled down in a snug little house of his own  
 (d) he lived high in the mountains.

## JILL CATCHES A SWORDFISH

### A. Underline the best answers.

1. How many people were there in the boat?  
 (a) one      (b) two      (c) three      (d) four      (e) five      (f) six
2. How many fins showed above water when the swordfish was first seen?  
 (a) one      (b) two      (c) three      (d) four
3. The lily-iron was a kind of  
 (a) tub      (b) keg      (c) harpoon      (d) line      (e) steering gear
4. The mackerel used for bait was kept in  
 (a) a tub      (b) a keg      (c) a pulpit      (d) a gaff.
5. The gaff was used  
 (a) to catch the swordfish.  
 (b) to harpoon the swordfish.  
 (c) to tie a rope around the swordfish.  
 (d) to pull the swordfish to the side of the boat.

### B. In the fourth paragraph of the story find words meaning the same as these and write them on the lines.

- |                   |                    |
|-------------------|--------------------|
| 1. fastened ..... | 2. instant .....   |
| 3. turned .....   | 4. commenced ..... |

### C. Find a sentence on page 7 meaning *The swordfish was finally dragged in.*

.....

### C. These things were used in catching the swordfish.

gaff,                  rope,                  mackerel bait,                  lily iron

Write these names in the order in which the things were used.

- |         |         |
|---------|---------|
| 1. .... | 2. .... |
| 3. .... | 4. .... |

# CANADA'S PROVINCES



- A. Mark NORTH, SOUTH, EAST and WEST in the four oblongs.
- B. The nine provinces of Canada are marked for you and their names printed in capital letters.

Write these names neatly opposite the descriptions and learn to spell them,

The smallest province of all with the longest name of all; an island in the eastern part of Canada.

.....

A great manufacturing province. The letters of its name spell the words RAIN TOO.

.....

A girl's name; a boy's name if you take off one letter; a province with great cattle ranches. The letters of this name spell the words TALE BAR.

.....

Most of the boys and girls in this province speak French. They have names like Henri and Marie instead of Henry and Mary. They are proud to think that their ancestors were the first white people in Canada.

.....

The longest single word in all the names of the provinces; an Indian name. Its letters spell AS A TANK CHEWS. It is in the "Thousand miles of plain."

.....



This name reminds us of a great explorer. It has most of the "Thousand miles of mountain." It looks out on the great Pacific Ocean.

A golden prairie wheat province. It has an Indian name. It is in the very middle of Canada. Its letters spell the words MAIN BOAT.

SCOTIA means *Scotland*. This name means *New Scotland*.

The letters of this name spell the words BUN WINS WRECK. It is a small province looking out towards the Atlantic Ocean.

- C. If I went westward from the province of Manitoba, I should come first to the province of \_\_\_\_\_, then to the province of \_\_\_\_\_, then to the province of \_\_\_\_\_, and after that to the \_\_\_\_\_ Ocean.

### CHOOSING THE THINGS THAT HELP

- A. Bobby's dog has been missing for two days. Of course Bobby is very much worried and wants to get him back again. The police are trying to help him. Bobby told them these things about his dog. Underline the ones which may help the police to find the lost dog for him.
1. His name is Buster.
  2. He is a fox terrier.
  3. Daddy bought him for me on my birthday.
  4. I love him very much.
  5. He is white with a black spot over his left eye.
  6. He can bark very loud.
  7. He likes dog biscuits and bones.
  8. I kept him in a red kennel in the back garden.
  9. His tail is very short and a little bit crooked.
  10. He doesn't like cats.
  11. He has a black collar with six bright brass studs in it.
- B. I have a message for Jean, a little girl who is playing with a number of her friends in the park, but I do not know her. Her school chum, Margaret, told me a lot of things about her before I went to find her. Here are the things she told me. Underline the ones you think will help me to find her.
- Margaret said:
1. She lives next door to me.
  2. She is very tall and thin.
  3. She is wearing a red dress.
  4. She ranked first in the class last month.
  5. She plays the piano very well.

6. She has dark hair and brown eyes.
7. She has a lovely doll's house in her back garden big enough for me to stand up in.
8. She limps a little because she hurt her left foot yesterday.
9. She sings in the choir at school.
10. Yesterday was her birthday.

## BOOTS ARE VERY GROWN-UP IN QUEBEC

A. After you have read the story, fill in the words which make these sentences correct.

1. There were ..... children in Mama Jean's family.
2. There were ..... boys. .... was the elder and ..... just a tiny boy.
3. There were ..... girls. .... was older than .....
4. Papa Jean cut his foot on a .....
5. Mama Jean drove ..... to the ..... in the next town.
6. .... pulled the cart to the village.
7. The cart ..... easily because it had only two wheels.
8. .... returned home after dark.

B. Underline the best answers:

1. Henri and Julie kept store alone  
(a) for one day, (b) for two days, (c) for a week, (d) regularly.
2. This family lived  
(a) in a city, (b) in a village, (c) in the country, (d) a great many miles from the nearest neighbor.
3. Henri wanted a pair of boots very badly because  
(a) he needed them to walk to the village  
(b) every boy in Quebec wears boots  
(c) having them would show that he was grown up  
(d) Papa Jean brought them for him.



## THE VISIT TO NIAGARA

A. Number these sentences in the order in which the things happened.

- (.....) Joe broke his right arm.
- (.....) The first day of the holidays arrived.
- (.....) Grandpa promised to take the children to see Niagara Falls.
- (.....) Grandpa, Grandma, and the children ate their lunch in Victoria Park.
- (.....) The children raced to the railing to look at the Falls.
- (.....) Jim jumped out of the car to open the gate.
- (.....) Joe showed his pet turtle the Falls.
- (.....) They began to pick the early peaches.
- (.....) They started off to see the Falls.

B. 1. Underline the word in this sentence which tells us that the children had been to Grandpa's before.

*Soon they stopped at the familiar gate.*

2. Underline the word which tells that they did not hurry to finish their lunch.

*They lingered over their picnic, but still the mist hid the Falls.*

3. Find a word on page 21 which tells us that, when they reached the Falls, no one spoke.

Write the word on the line. ....

4. Find a word on page 21 which tells us that the dynamos are very large indeed.

.....

# THE ALPHABET

- A. To find a word quickly in a dictionary you must know the alphabet very well. You must know which letters are near one another. You must know at once whether a word is near the beginning, the middle, or the end of the alphabet.

Complete this alphabet by printing the missing letters.

A    ..... H  
I    ..... Q  
R    ..... Z

- B. How quickly can you do this puzzle? Print the letters in the squares. The first letter is printed for you.

The letters A, E, I, O, and U are called vowels.

The second letter after U  
The letter after G  
The first letter of the alphabet  
The second letter after R

W
H
A
T

The third vowel of the alphabet  
The second letter after Q

I
S

The letter before U  
The second letter before J  
The second vowel of the alphabet

T
H
E

The third letter after K  
The second letter before C  
The second letter before O  
The letter before F

N
A
M
E

The fourth vowel of the alphabet  
The letter after the second vowel

O
F

The second letter before Q  
The second letter after S  
The second letter after P

O
U
R

The third letter of the alphabet  
The third letter after L  
The letter between T and V  
The letter half way between L and P  
The letter before the fifth vowel  
The letter before S  
The letter after X

C
O
U
N
T
R
Y

If you have done the puzzle correctly, you have printed a seven-word question.

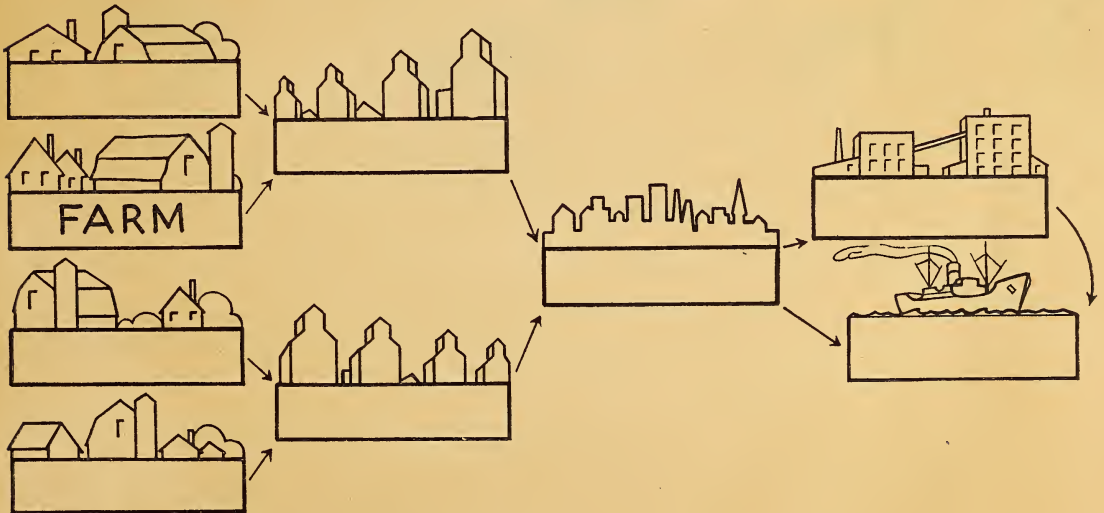
On the lines below print the answer to the question. Print one letter on each short line. The first word is printed for you.

T H E    .....  
.....  
.....  
.....  
.....



## GOOD MORNING, MANITOBA

- A. What game did the children play on the plane as they flew over the last part of the Two Thousand Miles of Forest?  
.....
- B. This selection often mentions gold. The gold of the Thousand Miles of Prairie is really  
.....
- C. Give two reasons for speaking of the wheat of the prairies as gold.  
1. ....  
2. ....
- D. Write just *one* of these words in each blank. You will need to write one of them twice.  
*freight-cars, elevator, farm, Winnipeg, ships, trucks, mills.*  
The wheat is first carried from the ..... in .....  
to the nearest ..... From there it goes in .....  
to ..... From ..... very large quantities of wheat  
are carried *by train* to the ..... and the .....
- E. Here is a drawing showing how the wheat travels, starting at the farms and going to the ships. There are a number of spaces in which you can print the names, ELEVATOR, SHIP, FARM, MILL, and WINNIPEG. Print these names in the proper spaces. You will need to print two of them more than once.



- F. Why do you think the blocks of land they saw in the Thousand Miles of Prairie were of different colors?  
.....  
.....

THE WILD WEST SHOW  
(TO PRECEDE THE READING OF SELECTION)

A. Here are some pictures of what you may see at a rodeo or stampede. Write these titles under the proper pictures.

Bulldogging a Steer  
Roping a Steer

Tightening the Cinches  
A Balky Pony

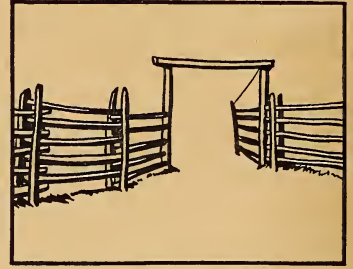
Bronco-busting  
A Corral



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

B. Write words suggested by the above titles to fill the blanks in these sentences.

1. .... is breaking-in or taming a wild bronco or horse so that it may be ridden quietly.
2. .... a steer is catching it by the horns and throwing it over on its back.
3. When a horse or donkey ....., it refuses to move.
4. When a bronco ....., it tries to throw its rider by leaping high into the air with its back curved, and coming down with its front legs stiff.
5. A rider must ..... of his saddle so that it will stay in place on the horse's back.

## THE WILD WEST SHOW

A. In this story you can find at least fourteen words ending in *-ly*. Write them, and after each write the word from which it is made. The first one is done for you.

- |   |          |       |
|---|----------|-------|
| 1. .... <i>shortly</i> .....    .... <i>short</i> ..... | 8. ....  | ..... |
| 2. ....   | 9. ....  | ..... |
| 3. ....   | 10. .... | ..... |
| 4. ....   | 11. .... | ..... |
| 5. ....   | 12. .... | ..... |
| 6. ....   | 13. .... | ..... |
| 7. ....   | 14. .... | ..... |

B. Write one of these *-ly* words in each of the blanks.

1. Mary did her work so ..... that she was not finished on time.
2. Harry spoke ..... to the blind man and offered to help him across the street.
3. Mr. and Mrs. Westbrook greeted their visitors in a very ..... manner.
4. If you work ..... you will not make any mistake.
5. The cowboy advanced ..... to the platform and spoke in a quiet, serious tone.

C. *Busily* is made from *busy*. Can you think of five other words ending in *-y* which can be changed into words ending in *-ily*? Write them on the lines.

- |   |         |       |
|---|---------|-------|
| 1. .... <i>busy</i> .....    .... <i>busily</i> ..... | 4. .... | ..... |
| 2. ....   | 5. .... | ..... |
| 3. ....   | 6. .... | ..... |



## MATCHING WORDS

In each box there are two words with almost the same meaning. Underline these two words.

dash go rush push	big brave strong courageous	little weak poor small	almost nearly exactly quite
arrange collect pile gather	whisper speak shout yell	answer say reply murmur	some many several two
kind pretty good pleasing	odd even queer add	painful sad cry sorrowful	try work play attempt
beautiful like ugly lovely	complete finish do commence	quite still whisper quiet	leave reach depart travel

## BANFF NATIONAL PARK

A. Tell why the park at Banff is called a National Park.

.....

.....

.....

B. In what direction must you go from the Banff National Park to reach Calgary? (Underline the correct answer.)

North          South          East          West          South-west

C. In the second paragraph of this story is the word *unpack*. The syllable *un-* makes the word *unpack* mean the opposite of the word *pack*.

Make these words mean the opposite by putting *un-* in front of them.

true.....          likely.....          seen.....

able.....          tie.....          clean.....

D. All these words begin with *un-*. In all but two of them *un-* means *not*. Draw a line through these two words.

unfriendly  
unpaid  
unlucky

unfair  
unselfish  
until

underneath  
unhappy  
uncommon

untidy  
unpleasant  
uninteresting

E. Eight words in this story are made from shorter words by adding *-ing*. On the lines write first the *-ing* word taken from the story, and second the shorter word. The first one is done for you.

- |                         |                   |         |
|-------------------------|-------------------|---------|
| 1. <i>helping</i> ..... | <i>help</i> ..... | 5. .... |
| 2. ....                 | .....             | 6. .... |
| 3. ....                 | .....             | 7. .... |
| 4. ....                 | .....             | 8. .... |

## ANAGRAMS

The letters N and O may be arranged to spell *no* or *on*. The letters E, D, and N may be made to spell *end* or *den*. The letters A, B, R, and N may spell *barn* or *bran*.

A. Make two words from each of these groups of letters.

ENT .....	OPST .....
AWS .....	AELT .....
ATR .....	DAWR .....
IPN .....	FWLO .....
AECR .....	AILN .....

B. Rearrange the letters of the word printed in capital letters to fill the blank in each sentence.

- |         |   |
|---------|---|
| 1. NAME | The lion's ..... is thick and shaggy.                           |
| 2. CLAM | We enjoyed our sail on the ..... waters of the lake.            |
| 3. TALE | Bert's watch was slow this morning and he was ..... for school. |
| 4. LIFE | You should ..... off the rough edges of this piece of metal.    |
| 5. BLOW | I had a ..... of soup.  |
| 6. CAPE | Bill took one ..... forward.                                    |

7. LEAP            The girl turned ..... with fright.
8. PALM           It was so dark we had to light the .....
9. CHEAT          Will you ..... me to swim?
10. BEAR          These trees will soon look quite .....
11. PLUM          Mary put a ..... of sugar into the cup.
12. SKIN          The kitchen ..... is full of water.
13. SNIP          Can you ..... this top.
14. RAIL          The hunter tracked the beast to its .....
15. PEAR          In the fall farmers ..... their harvest.

C. Can you think of four other pairs of words made from the same letters? Write them here.

1. .... 2. ....
3. .... 4. ....

## MERWA

A. Place the numbers 1, 2, 3, and so on, in front of these statements to show the order in which the things happened.

- (.....) Merwa looked uneasily towards the south and sniffed.
- (.....) Jack caught sight of the flames of the forest fire.
- (.....) Merwa pulled Jack's sleeve.
- (.....) Smoke appeared from the south.
- (.....) Mr. Scott went to Lillooet to sell his furs.
- (.....) White ashes began to drift down.
- (.....) Jack climbed on Merwa's back.
- (.....) Merwa and Jack reached the mountain lake.
- (.....) Merwa gave a great bellowing roar of victory and triumph.
- (.....) The big bull moose crossed the lake.



B. Wolves, fish, lily-pads, swamp-grass, and furs are all mentioned in the story. Write one good sentence to say what the story tells us about each.

1. ....  
.....
2. ....  
.....
3. ....  
.....
4. ....  
.....
5. ....  
.....

### FACT OR OPINION

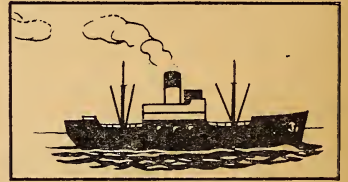
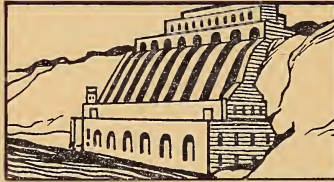
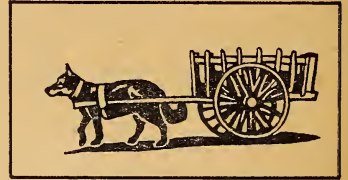
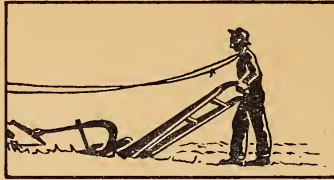
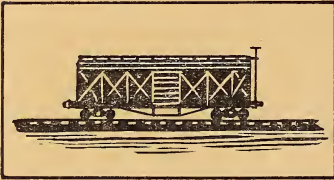
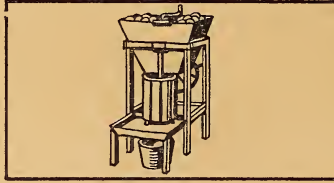
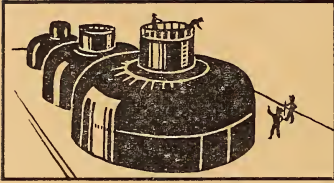
Certain things are really true. It is true that two and two make four. This is a *fact*.

A person may *think* that red is the prettiest color. That is his *opinion*. Other people may not agree with him.

Decide which of these statements are *fact* and which are somebody's *opinion*. Write the word *fact* or *opinion* after each one.

1. *The Apple Song* in Chapter One of your reader was written by Charles G. D. Roberts. ....
2. Quebec is in Canada. ....
3. The dynamo is the most wonderful machine in the world. ....
4. In the story *Merwa*, Jack's father used to trap wild animals. ....
5. Keeping store is more fun than helping with the harvest. ....
6. *My Store* is the most interesting poem in Chapter One. ....
7. The last short poem in Chapter One is *I'd like to be a Lighthouse*. ....
8. Jack Salt should not have shot the big moose in the story *Merwa*. ....
9. Henri, in the story *Boots Are Very Grown-up*, worked harder than Jim, in the story *The Visit to Niagara*. ....
10. Joe won the bull-dogging contest in the story *The Wild West Show*. ....

## REVIEW OF CHAPTER ONE



- A. Here are pictures of nine things mentioned in Chapter One. Their names are in the list below. Write the name of each on the line below the picture. Be careful of spelling.
- train, fishing boat, cider press, sailing vessel, dynamo, power house, hospital, freight boat, plough, freight car, cart, elevator.
- B. Complete each of these sentences by writing the name of one of the nine things in each blank. (You may have to add "s" to the name to make it mean more than one.)
1. Papa Jean cut his foot when he fell against the .....
  2. Apples are crushed in a ..... to make a delicious drink.
  3. .... bring goods to Canada from all over the world.
  4. Wheat is carried to Winnipeg in .....

5. Near Niagara Falls electricity is provided by powerful ..... in great  
.....
6. Bobo was very happy to be harnessed to his .....
7. .... carry tubs of mackerel bait with which to catch sword-  
fish.

C. Write the correct name from the list at the left to fill each blank.

- |         |   |
|---------|---|
| Angus   | 1. .... baited the line with mackerel bait to catch the |
| Barbara | swordfish.  |
| Jack    | 2. .... took his pet turtles to see Niagara Falls.      |
| Jerry   | 3. .... won the bronco-busting contest.                 |
| Joe     | 4. .... counted the lakes as she flew over the forest   |
| Julie   | land.   |
|         | 5. .... received a beautiful trimmed hat when her       |
|         | father and mother returned.                             |
|         | 6. .... kept house for his father in the mountains of   |
|         | British Columbia.                                       |

## TERRY, THE TOWN BOY

- A. Arrange in order by putting (1) in front of the first thing to happen, (2) in front of the next, and so on.
- (.....) Nip put the halter on Blackie.
  - (.....) Tuck filled the milking pail half full of milk.
  - (.....) The trainman warned Terry not to let the pigs eat him.
  - (.....) Daisy pushed Terry off the stool.
  - (.....) Terry fell off the pony.
  - (.....) Terry shook the ashes out of the stove.
  - (.....) Nip's clothes caught fire.
  - (.....) Aunt Jane and Uncle George started off to visit a neighbor.



B. List five things that Terry did when Nip's clothes caught fire. List them in the order in which he did them.

1. ....
2. ....
3. ....
4. ....
5. ....

C. Who was kinder to Terry, Nip or Tuck? .....

Write one sentence that Nip said to him and one that Tuck said to show why you think that one was kinder to Terry than the other. (Page 52).

Nip said, ".....  
.....

Tuck said, ".....  
.....

D. One or two things that happened in the story have been illustrated by drawings in your reader. Try to get a clear picture in your mind of some other happening, and make a drawing of it in this frame.



# AN OPPOSITES PUZZLE

Neatly print words in the squares to mean the opposite of the words printed at the left. Print one letter in each square. The first word is printed for you. Use the same kind of capital letters in all the other squares.

Empty . . . . .

wrong . . . . .

late . . . . .

different . . . . .

low . . . . .

F	U	L	L	

The first letters of the words you printed in the squares should spell four words which will sensibly complete this sentence.

.....

.....

before . . . . .

outside . . . . .

polite . . . . .


will help to keep you healthy and strong.

question . . . . .

yes . . . . .

light . . . . .


weak . . . . .

over . . . . .

far . . . . .

long . . . . .

light . . . . .

out . . . . .

old . . . . .

difficult . . . . .


## GWEN

A. This story gives us a very good picture of Gwen. Cross out the things listed below which the story does not tell.

1. She was a little cowgirl.
2. She could ride very well.
3. She was a very pretty girl.
4. She did not like work.
5. She was very brave.
6. She thought quickly and acted quickly when it was necessary to do so.
7. She was a good student in school.
8. She was big and strong.
9. She was used to cattle and knew a great deal about them.
10. She had very good friends on the ranch who admired her very much.
11. She was unselfish.

B. Find sentences in the story which prove that the following statements are true. Write them on the lines.

1. (Page 62) The cattle on the ranch had probably never seen a man walking before.

.....

.....

2. (Page 62) Gwen saw Joe's danger and acted *just in time*.

.....

.....

3. (Page 63) Gwen was brave when she was hurt and tried to pretend she was all right.

.....

.....



## ALPHABETICAL ORDER

Number the words in each box in alphabetical order.

..... brown	..... Canada	..... oats	..... combine
..... colt	..... airplane	..... prairie	..... golden
..... wheat	..... picnic	..... factory	..... thousand
..... quilt	..... basket	..... thresh	..... Niagara
..... forest	..... stretch	..... neighbour	..... laughter
..... mountain	..... machine	..... calico	..... Ontario
..... funny	..... games	..... promise	..... snow
..... foolish	..... guns	..... penny	..... slowly
..... faithful	..... grown	..... party	..... smart
..... frown	..... glossy	..... pulled	..... school
..... flown	..... gentle	..... plums	..... sentry
..... fetching	..... going	..... piano	..... somewhere
..... tent	..... neat	..... owner	..... when
..... trouble	..... nylon	..... only	..... wax
..... there	..... neighbor	..... ox	..... wrong
..... taking	..... nuts	..... odd	..... wonder
..... town	..... nowhere	..... often	..... went
..... tidily	..... nasty	..... opening	..... widest
..... example	..... abbot	..... engine	..... garden
..... exclaim	..... aboard	..... end	..... gang
..... expel	..... absent	..... energy	..... gate
..... exert	..... able	..... enchant	..... game
..... exhaust	..... abuse	..... entrance	..... gave
..... extra	..... abroad	..... envy	..... gasp

## THE NECKLACE OF TRUTH

A. The main idea of this story is

- (a) that Coralie did not tell the truth.
- (b) that magic necklaces help girls to tell the truth.
- (c) that telling lies is a bad habit.
- (d) that Coralie learned to tell the truth.
- (e) that the girls in Coralie's school knew when she was telling lies.

B. In the left hand column are some words taken from the story. In the right hand column are their meanings. In the brackets in front of the words write the *number* of the correct meaning.

(.....) enchanter

(.....) amethyst

(.....) satin

(.....) forbade

(.....) subtracted

(.....) confessed

(.....) convinced

(.....) shrank

(.....) recovered

(.....) approached

1. a glossy silk cloth

2. made a rule against

3. grew smaller

4. came near

5. obtained again

6. magician

7. took away

8. a purple precious stone

9. persuaded, make a person feel sure

10. admitted, owned up

C. What do you think the necklace would have done if Coralie had told the girls that Merlin had invited her to a party at which she had the most delicious cakes and candies?

.....  
.....

D. How long do you think Coralie wore the necklace?

(a) a few days.

(b) a few months.

(c) a year.

(d) more than a year.

## TEST No. 2

A. Samuel Champlain was the first white man to see Canada's great lumber woods. He was the first to explore her great lumber river, the Ottawa. Champlain was a Frenchman and a very great man. He was the first real Canadian for he was the first person to love Canada and to work for her.

1. This paragraph is chiefly about:
  - (a) Champlain's exploring the Ottawa.
  - (b) Who Champlain was.
  - (c) The first person to see Canada and to work for her.
  - (d) Champlain's being the first white person to see Canada's great lumber woods.
2. Write a word meaning *travel to find out about a new country*. .....
3. One of these words does not describe Samuel Champlain. Cross it out.  
Frenchman, explorer, Canadian, lumberman.
4. The last word in the paragraph is HER. What does HER stand for? .....
5. The paragraph makes us think:
  - (a) that Champlain lived on the Ottawa River.
  - (b) that the Ottawa River is in France.
  - (c) that the Ottawa River flows through lumber woods.
  - (d) that all Canada's lumber woods are near the Ottawa River.

B. Peter was terribly excited. He grabbed the net and leaned over the side of the boat. The salmon darted to one side. Peter stood up and reached with the net. The boat tilted a little and head over heels poor Peter went into the sea.

1. This paragraph tells chiefly about:
  - (a) A fishing trip.
  - (b) How Peter fell into the water.
  - (c) The salmon.
  - (d) The tilting of the boat.
2. Write a word from the story meaning *snatched*. .....
3. Write a word from the paragraph meaning *went very very quickly*. .....
4. If a picture does not hang straight on the wall it is ..... to one side.  
Write a word from the story to complete this sentence.
5. Peter was probably excited because:
  - (a) A salmon had been caught on the line.
  - (b) the boat tilted.
  - (c) he fell into the water.
  - (d) the salmon darted to one side.



6. In the brackets write the numbers 1, 2, 3, 4 and 5 to tell the order in which the things occurred.
- |   |  |
|---|--|
| (.....) (a) Peter fell into the water.  | (.....) (b) The salmon darted to one side. |
| (.....) (c) Peter grabbed the net.      | (.....) (d) The boat tilted.               |
| (.....) (e) Peter stood up in the boat. |  |

## ONE FOR ALL AND ALL FOR ONE

### A. Complete these sentences:

1. Lost Cap cried because .....  
.....
2. Lost Cap lost his cap when he stopped to .....  
.....
3. A fairy is allowed only ..... cap.
4. When he loses his cap he can be seen .....  
.....
5. Lost Cap had ..... caps offered him.
6. It was ..... who returned the cap.
7. It was given to him by .....
8. Mab is the .....
9. They all wanted to help Lost Cap because he .....  
.....
10. I like the characters in this play because .....  
.....

### B. Make the background scene for the play:

The green wood.

The Log.

The Peddler and his pack.

## WHAT KIND OF THING IS IT?

Write each of these names under the correct heading below. Draw a line under each printed word when you have written it down.

Football, robin, Christmas, farming, cabbage, violin, salmon, tiger, history, oats, rose, horse, table, gold, hammer, onion, wheat, tennis, eagle, mining, cod, banjo, bed, Easter, gorilla, tin, screwdriver, sheep, spelling, pansy, Dominion Day, ukulele, chair, baseball, cuckoo, copper, printing, herring, rye, saw, potato, leopard, arithmetic, fishing, pig, snapdragon, carrot, plane, swan, dominoes, reading, barley, cow, violet, sofa, fox, trumpet, iron, Labour Day, halibut.

<b>GAMES</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>BIRDS</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>WILD ANIMALS</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>SCHOOL STUDIES</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>FURNITURE</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>HOLIDAY FESTIVALS</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>METALS</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>OCCUPATIONS</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>VEGETABLES</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>TOOLS</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>MUSICAL INSTRUMENTS</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>FISH</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>FLOWERS</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>GRAINS</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>FARM ANIMALS</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# DUTCHY

A. If the statement is true place a check (✓) under TRUE, if not true place a check under FALSE.

	TRUE	FALSE
1. Dutchy came from Germany.	.....	.....
2. He liked our Canadian games.	.....	.....
3. His school mates did not like him.	.....	.....
4. Dutchy was no sport.	.....	.....
5. Dutchy had to be coaxed to enter the speed skating race.	.....	.....
6. The Captain of the Elementary Hockey Team was in the Sixth Grade.	.....	.....
7. The event Dutchy entered was a Relay Race.	.....	.....
8. There were five skaters on the team.	.....	.....
9. There were four schools in the Relay Race.	.....	.....
10. The Garry School Team won without mishap.	.....	.....

B. Underline the best answer.

Dutchy felt that he was a Canadian because:

1. He had found one type of Canadian sport he liked.
2. The crowds cheered him.
3. He could skate the best.
4. He had helped his school to win.

C. A Yell to Finish.

G - A - R - R - Y

Chick - a - lac - a

Chick - a - lac - a

Chick - a - lac - a - .....

Can you ..... us?

Just you .....

G - A - R - R - Y

Spells Gar - r - y.



- D. A good Canadian can help new-comers to become good Canadians. Here are some ways that Canadians treat newcomers. Which are right and which are wrong? Place a check (✓) on the line under *Right* or *Wrong*.

A good Canadian:	Right	Wrong
1. laughs at the ways of new-comers.	.....	.....
2. tries to understand new-comers.	.....	.....
3. includes new-comers in games.	.....	.....
4. shows an interest in the new Canadians.	.....	.....
5. asks them many questions.	.....	.....
6. helps them to become acquainted with their community.	.....	.....
7. is glad that new-comers like to come to Canada.	.....	.....
8. appreciates the gifts new-comers bring to Canada.	.....	.....
9. finds something he likes in each new-comer.	.....	.....
10. will stand by new-comers when help is needed.	.....	.....

- E. On page 80 of your reader is a picture of Dutchy on his skates with their long, curling ends. In the space below draw a picture of him skating and facing towards the *left* of the page.



## REVIEW OF CHAPTER TWO

You may look at your reader to answer these questions. Be sure to spell all the names correctly. Use capital letters for people's names and in the titles of stories.

1. In the story ....*The Necklace of Truth*...., ....*Coralie*.... was a little girl who told lies.
2. In the story ....., ..... saved ..... from the stampeding cattle.
3. .... won the praise and respect of all his Canadian school-mates when he .....
4. In the story ....., ..... saved ..... when the coal oil exploded in the stove.
5. In the little play ....., ..... danced because a little brook was glad.
6. .... sent ..... to return the magic mist-cap to .....
7. When Coralie told only part of the the truth, the necklace .....
8. In the Bible story ....., King ..... was glad that ..... was not harmed by the .....
9. .... wrote the poem *Country Vegetables*. The ..... is the third vegetable she names in the poem.
10. The shortest poem in Chapter Two is called ..... This poem speaks about the ..... wiggly nose.

## HOW SUMMER CAME TO CANADA

These words are used in the story "How Summer Came to Canada". Write them in alphabetical order on the lines below. The first word *autumn* has been put on the first line for you. It is a good idea to draw a line under each word in the list as you write it on the line.

conquer	refused	journey
glittered	grove	lasso
whispered	wigwam	whale
reign	<u>autumn</u>	holiday

.....*autumn* ..... (..5..)  
 ..... (.....)  
 ..... (.....)  
 ..... (.....)  
 ..... (.....)  
 ..... (.....)  
 ..... (.....)  
 ..... (.....)  
 ..... (.....)  
 ..... (.....)  
 ..... (.....)  
 ..... (.....)

The meanings of the words listed at the left of the page are given below. They are numbered from 1 to 12. Put the *number* of the correct meaning in the space after each word you have written on the lines. The meaning of the first word *autumn* is a *season of the year*. This meaning is number 5. The number 5 has been put in for you.

1. said "no".
2. beat, overcome by force, overpower.
3. a long rope with a running noose used to catch cattle.
4. a trip.
5. a season of the year.
6. a very large animal living in the sea.
7. shone, sparkled.
8. a group of trees.
9. an Indian tent of skins or bark.
10. spoke softly.
11. a vacation, a day when you do not work.
12. rule, govern.

## GUIDE WORDS IN A DICTIONARY

At the top of every page in a dictionary two words are printed, one at the left and one at the right. These words help you to decide quickly where to look for any word you want to find.

- A. At the top of a certain page the words *Canadian* and *enchanted* are printed. *Canadian* is the first word explained on that page and *enchanted* is the last one.

These words are also on the page.

Cree, curiosity, dignified, ebony, dynamo, doe, delicious, confetti, clearance, canyon, drawbar, cement.



Write *Canadian* and *enchanting* along with these twelve words in alphabetical order.

- |                               |          |          |
|-------------------------------|----------|----------|
| 1. .... <i>Canadian</i> ..... | 2. ....  | 3. ....  |
| 4. ....                       | 5. ....  | 6. ....  |
| 7. ....                       | 8. ....  | 9. ....  |
| 10. ....                      | 11. .... | 12. .... |
| 13. ....                      | 14. .... |          |

(When you have written these words, look at page 398 of your "Little Dictionary" at the back of your reader to see whether the words are printed in that order.)

- B. The guide words on a certain dictionary page are *fame* and *fun*. Four of the words in the following list are not on that page. They come *before* "*fame*" or *after* "*fun*". Cross out these four words and then arrange the other twelve in alphabetical order on the lines.

fancy, finish, flame, fable, fact, first, football, game, forward, far, fast, further, fry, flower, frost, fetch.

- |          |          |          |
|----------|----------|----------|
| 1. ....  | 2. ....  | 3. ....  |
| 4. ....  | 5. ....  | 6. ....  |
| 7. ....  | 8. ....  | 9. ....  |
| 10. .... | 11. .... | 12. .... |

## SONIA

- A. In the story *Sonia and the Twelve Months*, I am sure you like .....  
better than her step-sister .....

You have read other stories something like this one. Which of these girls is most like Sonia? *Snow White*, *Red Riding Hood*, *Cinderella*, *Gretel*. (Underline one of these names).

Give two ways in which Sonia *was* very much like the girl in the other story you have read.

1. ....  
.....
2. ....  
.....

- B. 1. When Sonia asked for violets, King December told March to take the sceptre and sit on the throne, because .....
- .....
2. When Sonia asked for strawberries, King December gave up his throne to June, because .....
- .....
- C. Why do you suppose December was on the throne when Sonia and Natasha went into the forest? .....
- .....
- D. Suppose Sonia had gone a third time to ask for something, and suppose King December had called September to the throne, what do you think Sonia might have taken back home with her? Give your answer in a sentence beginning with the words, "In September".
- In September* .....
- .....

## JACK THE GIANT KILLER

- A. At the left are listed the names of persons and things mentioned in the story. In front of each name write the most suitable word from the list at the right. One of these words will not fit any name. The first one is done for you. The word *hideous* has been written in front of *giant*. A line has been drawn under it in the list to show that it has been used.

		trusty
1. .... <i>hideous</i> .....	giant	fiery
2. ....	knife	<u>hideous</u>
3. ....	treasures	small
4. ....	castle	evil
5. ....	magician	wonderful
6. ....	dragons	invisible
7. ....	coat	enchanted

B. There are two blanks in each of these sentences. In the first write *rolled*, or *flashed*, or *grew round*. Fill the big second blank to tell WHEN.

1. Jack's eyes ..... with anger when .....  
.....
2. The first giant's eyes ..... with surprise when .....  
.....
3. The eyes of the second giant and the magician ..... with  
terror when .....  
.....

C. In this story are a number of words made by putting two shorter words together. *Somebody* is made up of the two words *some* and *body*. Can you find six more? Write them on the lines and write the short words they are made from.

- |                               |                        |                        |
|-------------------------------|------------------------|------------------------|
| 1. .... <i>somebody</i> ..... | .... <i>some</i> ..... | .... <i>body</i> ..... |
| 2. ....                       | .....                  | .....                  |
| 3. ....                       | .....                  | .....                  |
| 4. ....                       | .....                  | .....                  |
| 5. ....                       | .....                  | .....                  |
| 6. ....                       | .....                  | .....                  |
| 7. ....                       | .....                  | .....                  |

D. Write the shorter words these words are made from.

- |                    |                     |
|--------------------|---------------------|
| 1. farmer .....    | 6. saddest .....    |
| 2. wonderful ..... | 7. breathing .....  |
| 3. swiftly .....   | 8. married .....    |
| 4. merrily .....   | 9. tumbling .....   |
| 5. fiery .....     | 10. invisible ..... |

## RECOGNIZING VOWEL SOUNDS

Underline the words in each line which have the same vowel sound as the word printed in *italics* above the line. Pay no attention to the spelling of the word. Think only of the *sound*. Number 1 has been commenced for you.

1. *a* as in *age*  
play, plant, said, obey, weigh, alone, delay, complain
2. *a* as in *cat*  
sat, plant, stand, about, tall, fail, back, disband
3. *a* as in *fall*  
ail, all, awful, organ, famous, calling, bath, bawl
4. *a* as in *bare*  
dare, stairs, air, are, prayer, compare, comparison
5. *a* as in *far*  
car, care, star, artist, bared, barred, parasol, parch
6. *e* as in *met*  
set, pet, compete, instead, compelling, bread, breed, said
7. *e* as in *equal*  
seed, complete, elephant, believe, defeat, reel, ready
8. *e* as in *term*  
her, turn, learn, concerning, really, fireplace
9. *i* as in *it*  
sit, quite, profit, opposite, site, poverty, prophet, bite
10. *i* as in *ice*  
quit, sight, mite, might, freight, stillest, combining
11. *o* as in *hot*  
hotel, spot, brought, comb, constantly, contrary, helicopter
12. *o* as in *open*  
hoped, stopped, boating, Rome, combed, coming, compare
13. *u* as in *cup*  
upper, rubbing, useful, pulling, strut, usual, unfriendly
14. *u* as in *put*  
cutting, pull, cushion, funny, full, fussy, punctual
15. *u* as in *rule*  
school, route, dispute, ruby, rudder, rumor, tools
16. *u* as in *use*  
confuse, brute, procure, product, produce, fuse, bruise

## THE GOOSE GIRL

A. Complete these sentences to tell WHEN.

1. (Page 114) The maid knew she had power over her mistress when .....

.....  
.....



2. (Page 116) Conrad's hat blew away when .....

.....

3. Page 116) The princess talked to Falada's head when .....

.....

4. (Page 117) The old king heard what the princess said when .....

.....

B. Find sentences, or parts of sentences, in the story meaning the same as these. Write them on the lines.

1. (Page 113) When it came time to leave.

.....

2. (Page 113) Get off your own horse.

.....

3. (Page 115) When they got there.

.....

4. (Page 116) She annoys me from morning till night.

.....

C. Write the proper name at the beginning of each of these sentences.

1. .... chased his hat whilst the princess arranged her hair.

2. .... asked the Prince to cut off Falada's head.

3. .... let three drops of blood fall into the handkerchief.

4. .... reached the Prince's home riding on Falada.

5. .... suggested the way in which the false maid should be punished.

D. The word *princess* is made from the word *prince*. What does the *-ess* at the end of the word show?

Make *-ess* words from these.

1. prince ....*princess*.....

4. master .....

2. lion .....

5. tiger .....

3. host .....

6. duke .....

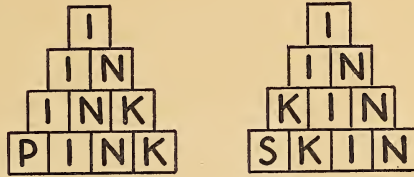
## A WORD GAME

Here is a building game with words. Look at these words.

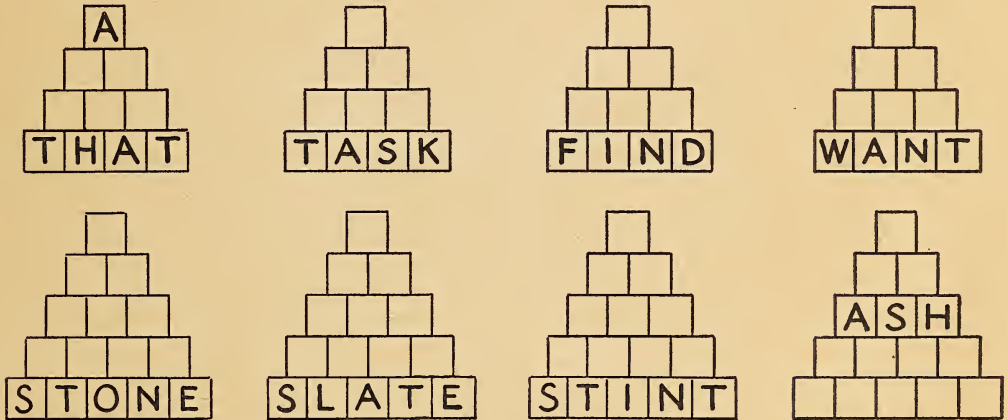


We started with the one-letter word A. We then added just *one* letter to make the word AN. We then added just *one* letter again to make the word AND. Then we added just *one* more letter to make the word LAND.

Here are two other sets of words.



Can you put letters in these blanks to make real words which will build up the words given?



Starting with A, I or O, build up word to fill these squares. Remember, they must be *real* words!



## THE DREADFUL GRIFFIN

A. Write a good sentence to tell one thing that each of these people did.

1. The captain of the guard .....  
.....
2. The princess .....  
.....
3. The wicked witch .....  
.....
4. The fat frog .....  
.....
5. The kind fairy .....  
.....
6. The little yellow man .....  
.....

B. Finish these sentences to tell WHY.

1. The dreadful griffin was angry with the princess because .....  
.....
2. The captain of the guard thought the princess would be safe in the castle guarded by the cats because .....  
.....
3. The cats did not leave the castle to run after the twelve hundred dozen fat mice because .....  
.....
4. When the griffin took the tabby kitten to the castle he waited half an hour before he swallowed it. He waited half an hour .....  
.....  
.....
5. The little yellow man laughed at the griffin because .....  
.....

### TEST No. 3

A. Soon Mrs. Nuthatch began to sit almost all day on the nest of feathers and sticks and moss she and Father Nuthatch had made in Margaret's green bird house. All day Mr. Nuthatch flew about bringing food for his mate as she sat on her six white eggs.

1. This paragraph is chiefly about:

- |                   |                                     |
|-------------------|-------------------------------------|
| (a) Mr. Nuthatch  | (c) Bringing food to Mrs. Nuthatch. |
| (b) Mrs. Nuthatch | (d) What the Nuthatches were doing. |

2. Find a word meaning *NEARLY*. .....

3. What was the hardest material used in making the nest? .....

4. Who made the nest?

- |                   |                           |
|-------------------|---------------------------|
| (a) Mr. Nuthatch  | (c) Margaret              |
| (b) Mrs. Nuthatch | (d) Mr. and Mrs. Nuthatch |

5. Place in order as they happened. Put (1) in front of the first, (2) in front of the second, and so on.

- (.....) (a) Mr. and Mrs. Nuthatch built their nest.  
(.....) (b) Margaret painted the bird house green.  
(.....) (c) Mr. and Mrs. Nuthatch found the bird house.  
(.....) (d) Margaret placed the bird house where the birds could use it.  
(.....) (e) Mrs. Nuthatch laid six eggs.

B. Ladybirds are not birds at all, but insects which most people admire for their pretty scarlet coats. These tiny insects are beetles, with hard outside wings for protection, and gauzy wings underneath for flying. They are very useful to man, for they feed on the plant lice that destroy our rose leaves. These little friends of ours were brought to America in the first place to save the orange crop of California.

1. This paragraph tells chiefly:

- (a) Why ladybirds were brought to America.  
(b) What ladybirds are.  
(c) What ladybirds feed on.  
(d) That ladybirds are useful to man.

2. Find a word meaning *like a very thin cloth*. .....

3. What word in the paragraph means *very bright red*? .....

4. How many wings has a ladybird? .....

5. The pretty scarlet colour of the ladybirds is the colour of their:

- |            |                            |
|------------|----------------------------|
| (a) heads  | (c) hard outside wings     |
| (b) bodies | (d) gauzy underneath wings |

6. What do you suppose was destroying the orange crop of California when the ladybirds were brought in? .....



## CHAPTER THREE — REVIEW

A. Read quickly through the pages mentioned and write on the lines the names of the persons who said these things:

1. (Page 98) Put down that sewing and go and get me some violets. ....
2. (Page 99) Maiden, why are you unhappy? .....
3. (Page 90) My people cannot plant their corn. ....
4. (Page 107) At the gate there are two fiery griffins. ....
5. (Page 112) Sure I'll give ye these shoes with a wish in between. ....
6. (Page 116) Ah! Princess, that you should pass here! .....
7. (Page 117) I have sworn by the open sky not to speak of my sorrows to any human being. ....
8. (Page 119) With the night begins our day. ....
9. (Page 124) It never occurred to you, you green old Griffin, that fleas like cats. ....
10. (Page 129) What do you want for that pot? .....

B. Here are certain things which happened in some of the stories and poems of Chapter Three. On the lines tell *what had happened just before*.

1. (The Fairy Music)

And then the swallow fluttered off and gone were all the bees.

.....  
.....

2. (How Summer Came to Canada)

Glooscap began at once to tell the Queen how Old Winter had come to Canada and refused to leave.

.....  
.....

3. (The Dreadful Griffin)

The tabby kitten changed into the little yellow man who had laughed at the Griffin.

.....  
.....

4. (Jack the Giant Killer)

Jack seized the trumpet and blew such a blast that the very walls of the castle shook.

.....  
.....

## THE CAT FAMILY

Your pet kitten has many interesting relatives. The cat family is indeed a large one, and its members, large and small, are found all over the world. It contains some of the swiftest, fiercest hunters of the animal kingdom.

The grayish-brown, spotted Canada lynx, with its stubby tail and tufted ears, is a little larger and much heavier than the ordinary house cat. Larger and more graceful than the lynx, the cougar is to be found all the way from Canada to the very south of South America. This big cat is sometimes called the mountain lion or the puma. Like the lynx, it is a good climber and, when pursued, will often climb a tree.

Africa and Asia have the largest of the cats. Full-grown lions sometimes measure ten feet from nose to tip of tail. They usually live in sandy or rocky places and are the colour of their surroundings. They wait hidden near some stream ready to pounce on any luckless deer or buffalo that comes near to drink. Tigers are found only in Asia. They live in forests or jungles where tall reeds and grasses grow. Their coats are striped with black. The largest tigers are as big as lions or even bigger, and they are equally strong and fierce.

Some of the handsomest of the big cats have light-coloured coats spotted with black. The leopard, found in Africa and Asia, is one of these. It is not so large as the tiger but, like the lion and the tiger, sometimes becomes a "man-eater". The cheeta is the hunting leopard of India. Hunters use it to bring down deer and antelope. The jaguar is the American leopard. It is more heavily built than the African leopard but is as quick in its movements.

A. Write the names of the animals which fit these descriptions:

1. Striped; lives in the jungles of Asia .....
2. tufted ears .....
3. sandy coloured .....
4. a good climber; lives in countries from Canada to South America .....
5. Light colour with black spots ....., ....., .....
6. Sometimes become man-eaters ....., ....., .....

B. Here are five headings. Four of them fit the four paragraphs of this story. Write the number of each paragraph in front of the heading which fits it. One heading will have no number in front of it because it does not fit any paragraph.

- |  |                           |
|--|---------------------------|
| ..... The large cats of Asia and Africa. | ..... The cat family.     |
| ..... Wild cat-like animals of America.  | ..... Kinds of tame cats. |
| ..... Spotted animals of the cat family. |                           |

C. 1. Three continents are mentioned in the story. They are .....  
....., and .....

2. Two countries are mentioned. They are ..... and  
.....

3. One of the big cats has three names. It is sometimes called a .....,  
sometimes a ....., and sometimes a .....
4. The largest members of the cat family are the ....., and the  
.....

## HIAWATHA'S FRIENDS

- A. The little Indian boy Hiawatha made friends with the creatures of the forest. The first stanza is about Hiawatha and the ..... The second is about the little Indian boy and the .....
- B. Hiawatha learned many things the birds and beasts keep hidden from other people. These are their secrets. Write two secrets he learned from the birds.
  1. He learned .....
  2. He learned .....
- C. Write the names of the forest creatures suggested by these phrases:
 

how they made their houses .....

hiding food .....

being afraid of other animals .....

very fast, very quick .....

Hiawatha's chickens .....

Hiawatha's brothers .....
- D. Suppose the writer had put in these lines. In which stanza would they have fit best? Where?
  1. How they learned to sing so sweetly (stanza No. ....).
  2. Where the bears slept through the winter (stanza No. ....).

## THE SEASONS

Nancy Keen lives on a farm where animals are kept and all kinds of fruit, grain, and vegetables are grown. She sees and does many different things at different times during the year.

Place (1) in front of the sentences telling about what she sees or does in *spring*. Write (2) in front of sentences telling about *summer*, (3) in front of those telling about *autumn*, and (4) in front of those telling about *winter*.

- (.....) 1. The apple trees are covered with beautiful pink blossoms.
- (.....) 2. Ripe, red apples are hanging on the trees ready to be picked.
- (.....) 3. Birds are beginning to build their nests in the apple orchard.
- (.....) 4. Busy men are cutting the long grass and spreading it to dry in the hot sun so that the horses and cattle will have hay to eat in the winter.
- (.....) 5. It is noon and the sun is shining brightly, but it is very cold. The sun will set very soon.
- (.....) 6. Brown and yellow leaves are falling from the trees, some of them very dry and withered.
- (.....) 7. Nancy and her friends are playing in the sweet-smelling hay in the fields before it is taken away to the barn.
- (.....) 8. Big yellow pumpkins are hiding among their broad leaves, some of which have turned yellow.
- (.....) 9. Nancy's father is busy ploughing the fields which have lain idle for some months.
- (.....) 10. Flocks of wild ducks and geese are flying far overhead on their way to the warm south.
- (.....) 11. The horses and cows have to be kept indoors. Nancy's father cares for them in the stables and barns.
- (.....) 12. Seeds are being planted in the vegetable garden.
- (.....) 13. Nancy is picking daffodils from her garden.
- (.....) 14. Nancy's brother is getting out his skates.
- (.....) 15. Bees have been busy buzzing about the fields for some time, but they seem to be busier than ever now.
- (.....) 16. Mr. Keen has cut a lot of wood in the wood lot and is preparing to draw it home on heavy sleds.
- (.....) 17. Nancy is helping her mother to can peas and preserve strawberries.
- (.....) 18. The first shoots of green are appearing in the fields of grain.



## SHARP EARS

- A. Can you tell what each of the first five paragraphs in Sharp Ears is about? Here are six titles or headings to choose from. In front of each heading write the number of the paragraph it tells about. One of the headings will have no number because it does not belong to any of the first five paragraphs.

- |   |  |
|---|--|
| (.....) Whales are not fish.                    | (.....) Why we call the baby whale "Sharp Ears". |
| (.....) Sharp Ears' first meal.                 | (.....) The sperm whale's eyes.                  |
| (.....) Why Sharp Ears' Mother came to the bay. | (.....) The birth of Sharp Ears.                 |

- B. Finish these sentences to tell *why*. The first one is done for you. If you cannot remember, look quickly through the page mentioned.

1. The mother whale could move about easily because  
.....*she knew just how to move her tail.* .....(page 140)
2. We call the baby whale "Sharp Ears" because .....  
.....(page 137)
3. Sharp Ears' Mother had come to the bay because .....  
.....(page 136)
4. A sperm whale needs teeth because .....  
.....(page 139)
5. A whale cannot see straight ahead because .....  
.....(page 137)

- C. Write one of the words from the list at the right to fill each blank.

- |   |           |
|---|-----------|
| 1. The flukes are part of the whale's .....             | lower jaw |
| 2. Sperm whales eat giant .....                         | head      |
| 3. The whale's eyes are placed at the side of its ..... | nose      |
| 4. The whale has one nostril in its .....               | tail      |
| 5. There are forty-eight teeth in the whale's .....     | upper jaw |
| 6. Sharp Ears was a baby ..... whale.                   | sperm     |
| 7. A fish breathes by means of .....                    | squid     |
| 8. There are no teeth in the whale's .....              | gills     |

## THE SOUNDS OF *th*

- A. The letters *th* help each other to make a single sound. Sometimes this sound is light and sharp as in the words *thin* and *thank*. Some dictionaries show this pronunciation by printing *th*. In other words these letters stand for a dull, heavy sound as in the words *then* and *there*. Some dictionaries show this sound by printing *TH*.

Say these words and see which of these *th* sounds seems right to you. If you are not sure, look at your dictionary. Write the words under the proper heading on the lines below.

think, than, though, their, through, thorn, thistle, thick, thief, they, this, theatre,  
the, thee, them, both, bath, bathe, either, death, father, faith, gather, path.

Light *th* sound as in *thin*

Heavy *TH* sound as in *then*

1.....	7.....	1.....	7.....
2.....	8.....	2.....	8.....
3.....	9.....	3.....	9.....
4.....	10.....	4.....	10.....
5.....	11.....	5.....	11.....
6.....	12.....	6.....	12.....

- B. Now think of six more of each kind and write them on the lines

Light *th* sound as in *thin*

Heavy *TH* sound as in *then*

1.....	4.....	1.....	4.....
2.....	5.....	2.....	5.....
3.....	6.....	3.....	6.....

## MISHI

- A. When you have read the story of *Mishi*, read the first five paragraphs again and see which of these headings would do for the first, which would fit the second and so on. Number the headings in proper order. One of the headings is not needed. It does not give the main idea of a paragraph. Do not mark it.

- (.....) What Mishi looked like
- (.....) How Merivale obtained his pet puma
- (.....) Two frightened children
- (.....) The return to Nova Scotia
- (.....) Mishi meets the children
- (.....) Mishi's escape

B. 1. Sadie was a brave little girl. What proves this?

.....

.....

2. Why did Sadie and Freddie want to keep Mishi?

.....

.....

3. Why were Mr. and Mrs. Atkinson willing to let Mishi stay with them?

.....

.....

C. Find a sentence on page 148 which goes well with this picture and write it on the lines.



.....

.....

.....

.....

.....

## ALPHABETICAL ORDER

Mary Sloane, Alice Brown and Jack Meade are the captains of three teams in a certain class. Each captain has the names of his team listed in alphabetical order. Each child's name is written in this way: Sloane, Mary; Brown, Alice; Meade, Jack. The last name is put first. Notice the comma between the last name and the first name.

A. Write the names of Mary's team in alphabetical order. Dan Armstrong's name comes first because *Armstrong* begins with A. Jean Burns is the second name.

Mary Sloane .....

Jean Burns .....

Harry Denham	.....
Faith Thomson	.....
Steve Farmer	.....
Bert Williams	.....
Dan Armstrong	.....
Helen Vance	.....
Verna Naylor	.....
Tom McDonald	.....

- B. It is a little harder to arrange the names of Alice Brown's team in alphabetical order. Three of the last names begin with B. Why does *Barnes* come before *Brown*? Why does *Brown* come before *Bull*? We must look at the *second* letters of the names when the first letters are the same.

On the line in front of each name in Alice's list write the number it should be in an alphabetical list.

..... Alice Brown	..... Celia Thomas	..... Pat Turner
..... Mary Stafford	..... Ellen Barnes	..... Mable Sporri
..... John Sutherland	..... Kenneth Bull	..... Jack Otway
..... Harry James		

- C. In Jack Meade's list you will have to look at the third letters of some names because the first and second letters are the same.

Write Jack's list in alphabetical order, putting the last names first. The names are: Jack Meade, Bob Melton, Annie Meadows, Elsie Carstairs, Verna Cather, Fred Dumont, Tom Firth, Myrtle Frith, Dorothy Paxton.

- |         |          |
|---------|----------|
| 1. .... | 6. ....  |
| 2. .... | 7. ....  |
| 3. .... | 8. ....  |
| 4. .... | 9. ....  |
| 5. .... | 10. .... |



## THE SCHEMING KITTEN

These words are used in the story "The Scheming Kitten". Write them in alphabetical order on the lines. The first word *cement* has been written on the first line for you. It is a good idea to draw a line underneath a word in the list as soon as you have written it on the line.

scheme	chase	yowling
paste	strict	knob
picture	<u>cement</u>	guzzling
tube	<u>package</u>	specially

The meanings of these words are given below. They are numbered from 1 - 12. Write the number of the correct meaning in the bracket after each word you wrote on the lines. The number 5 has been put in the first space for you because *cement* is a material used to fasten things together. This is the fifth meaning given.

- |                                     |   |
|-------------------------------------|---|
| a. .... <i>cement</i> ..... (..5..) | 1. A round handle on a door or a drawer.          |
| b. .... (.....)                     | 2. a plan, an idea.                               |
| c. .... (.....)                     | 3. a long, hollow round pipe.                     |
| d. .... (.....)                     | 4. a parcel, a bundle of things packed together.  |
| e. .... (.....)                     | 5. a material used to fasten things together.     |
| f. .... (.....)                     | 6. a soft mixture                                 |
| g. .... (.....)                     | 7. howling; making an unpleasant sad noise.       |
| h. .... (.....)                     | 8. drinking greedily.                             |
| i. .... (.....)                     | 9. a drawing, a painting.                         |
| j. .... (.....)                     | 10. hunt; run after something to try to catch it. |
| k. .... (.....)                     | 11. harsh, severe, careful and exact.             |
| l. .... (.....)                     | 12. particularly; unusually.                      |

## FOUR LITTLE BEARS

- A. The writer of this story gives us a number of pictures of the four little bears, in different places, doing different things.

Look at the story again and then write good sentences to tell (1) where they were, and (2) what they were doing in each picture.

1. They were sitting with their paws up in a ring.

(Where?) .....

.....

(Doing what?) .....

.....

2. They were pushing over one another, squealing and growling.

(Where?) .....

.....

(Doing what?) .....

.....

3. They were curled up, each with his nose tucked into his woolly fur.

(Where?) .....

.....

(Doing what?) .....

4. They were enjoying something their mother had thrown out of the river.

(Where?) .....

(Doing what?) .....

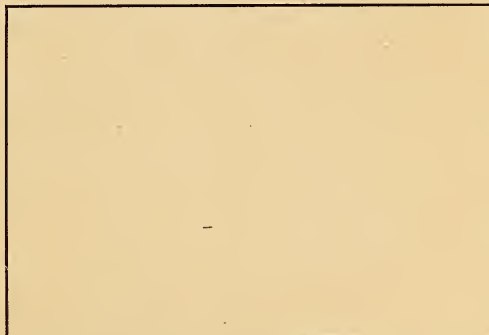
B. One sentence on page 158 tells of something they did which would have made you laugh if you had seen it. Write the sentence.

.....

.....

.....

C. Make a drawing of what you wrote to answer Question B.



D. Read the paragraph on page 159 beginning "This sudden attack". When you have read it, finish this sentence to tell which fish the mother bear threw out to her babies.

Mother Bear threw out the fish which .....

.....

.....

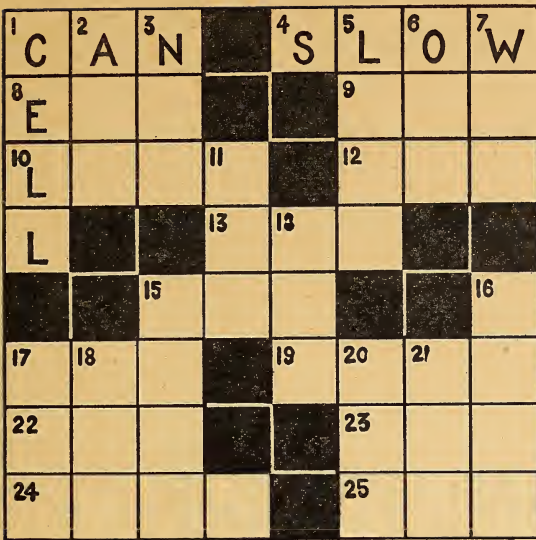
E. Each of the words printed below is made from a shorter word. Write this shorter word and then write another longer word made from it. The first one is done for you.

- |              |                       |                          |
|--------------|-----------------------|--------------------------|
| 1. higher    | ... <i>high</i> ..... | ... <i>highest</i> ..... |
| 2. surprised | .....                 | .....                    |
| 3. lovely    | .....                 | .....                    |
| 4. playing   | .....                 | .....                    |
| 5. quietly   | .....                 | .....                    |
| 6. blindly   | .....                 | .....                    |
| 7. sleepy    | .....                 | .....                    |
| 8. hidden    | .....                 | .....                    |
| 9. eaten     | .....                 | .....                    |
| 10. noisily  | .....                 | .....                    |

F. On the lines below write the names of three things the little bears ate. In the frames opposite the lines draw pictures of these three things.

.....	
.....	
.....	

# A CROSSWORD PUZZLE



3-letter and 4-letter words will answer this puzzle. Some words go across from left to right. Some go down.

Find a 3- or 4- letter word to make each sentence sensible. Look at the ACROSS sentences. No. 1 needs the word *can*. No. 4 needs the word *slow*. These words have been written in the sentences for you and also printed in the puzzle. CAN starts in square marked (1) and goes across three spaces to the black square. SLOW starts in square marked (4) and goes across four spaces to the edge of the puzzle.

Look at the DOWN sentences. No. 1 needs the word *cell*. CELL is printed in the puzzle starting in square marked (1). The letter C is part of the word CAN and also part of the word CELL.

Now go ahead. Write the word in the sentence and NEATLY print it in the puzzle. If you cannot think of one of the words, leave it out and do the others. You will find that getting one word helps you to think of another one.

## ACROSS

1. ....Can.... you do this puzzle?
4. A ....slow.... worker takes a long time to do things.
8. The day before Christmas is Christmas .....
9. These books ..... mine.
10. The old roof ..... water seep through.
12. Alice ..... the table for dinner.
13. Bert has finished ..... work.
15. .... little nigger boys went down a mine.
17. Would you like a chocolate .....?
19. The clown has a long red .....
22. Iron ..... is dug out of a mine.
23. The lion's ..... was a big cave.
24. .... make honey.
25. I call my father ".....".

## DOWN

1. The prisoner was locked in a ....cell.....
2. We live at 342 Second ..... (short form of *Avenue*).
3. We caught a lot of fish in our .....
5. Mary is a pretty little .....
6. Iron ..... is dug from the mine.
7. Ellen's coat was ..... when she went out in the rain.
11. I have just seen Anne. .... was going to town.
14. We stayed all night at an .....
15. The maple ..... grows in Canada.
16. I will ..... the parcel by mail.
17. Robert is usually called .....
18. The boys ..... playing football.
20. 3, 5, 7, and 9 are ..... numbers.
21. The ship sailed out to .....



# A TALE OF THE MOUNTAINS

Make a cross in the square under YES if the sentence is true. Make a cross under NO if the sentence is not true. Make your crosses neatly all the way across the squares right through the letters printed in them.

	YES	NO
"A Tale of the Mountains" tells of a mountain goat and a mountain cat	<del>X</del>	T
The mountain cat finished the clearing of the land for the new house	T	A
The cat worked by day and the goat worked by night . . . .	T	A
The goat put up the frame of the house . . . . .	L	A
The goat put on the walls . . . . .	M	E
The roof was made of leaves and thin strips of wood . . . .	T	O
The goat was the first one to sleep in the house . . . . .	F	O
Whilst the house was being built the cat slept among the trees . .	T	O
The stars looked down on the goat as he was working and laughed .	O	H
The cat put on the roof in one night . . . . .	M	E
The goat made the door and the window . . . . .	A	M
Each animal was angry with the other when they first met . . . .	O	N
After quarrelling all night, they agreed that both should use the house	U	P
The cat was to have the house at night and the goat during the day .	O	N
Both animals slept very well in the new house . . . . .	A	T
The cat looked through the window to see what the goat was doing .	A	T
The cat heard the goat snoring very loudly . . . . .	S	I
The cat ran away and the goat ran after her with his sharp horns .	O	N
The cat was afraid of the goat's horns. . . . .	S	O

Now print the letters you have crossed out. Put one letter on each short line.

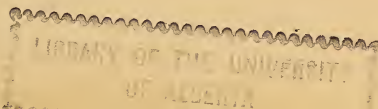
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## CHAPTER FOUR — REVIEW

If you write the proper names on the lines, these sentences will tell about what the people and animals of chapter four did.

Look at your reader to make sure how to spell their names. Remember to write capital letters in the titles of stories. The first one is done for you.

1. In the story *Mishi, Sadie and Freddie* found a tame mountain lion.
2. In the story ....., .....  
taught her babies how to eat ants without getting sand and cactus prickles into their mouths.
3. In the story ....., .....  
ran off into the woods when she thought the ..... was chasing after her.
4. In the story ....., ..... was  
always trying to get ahead of the other kittens.
5. In the poem by Henry Wadsworth Longfellow, ..... learned the  
language of the ..... and the .....
6. The mother of ..... went to a bay where the water was warm  
before her baby was born.
7. The ..... thought he had made himself look  
like a rabbit.
8. The ..... often went without anything to  
eat because he was so very fussy about his food.
9. In the poem ..... we read of .....  
with bright red hair and ..... with coal-black feet.
10. When they built the house in the mountains, the ..... worked by  
day and the ..... worked by night.



## THE BIG WASH

A. Arrange the names of these people in order of age, putting the youngest first.

Kajsa, Kristin, Anna, Fru Dahlgren, Karl

1. .... 2. .... 3. ....  
4. .... 5. ....

B. Five clapping boards and five paddles were used. Write the names of the five people who used them.

1. .... 2. .... 3. ....  
4. .... 5. ....

C. What did Per do to help in this big wash? Mention five things in five short sentences.

1. ....  
2. ....  
3. ....  
4. ....  
5. ....

D. Underline the dictionary meaning which best fits the word underlined in the sentence.

- |  |   |
|--|---|
| 1. Kajsa sliced soap into the kettle with quick <u>strokes</u> . | Stroke — 1. a blow. 2. sound made by striking. 3. to move the hand gently along. 4. a mark made by a pen. |
| 2. He did not <u>mind</u> when Kristin took the raisins.         | Mind — 1. intellect. 2. notice. 3. take care of. 4. feel bad. 5. obey.                                    |
| 3. "The lake!" cried Per, <u>drawing</u> in the horses.          | Draw — 1. make a picture. 2. pull. 3. attract. 4. a tie. 5. move.   |

## RHYMING

Most of the poetry in your reader *rhymes*. Words rhyme when their last parts or syllables *sound* alike. *Rain, cane, stain, reign, retain*, and *complain* all rhyme. Words with the same spelling towards the end do not always rhyme. *Head* and *bead* do not rhyme. It is the *sound*, not the *spelling*, that counts.

A. Underline the words in each line which rhyme with the one in capital letters:

1. BORE — tore, soar, door, room, bare, wore, corn
2. SOON — spoon, return, loom, croon, groom, June, cartoon
3. LIGHT — bite, sit, might, pit, excite, delight, recite
4. BEAD — read, tread, need, bread, deed, dead, feed
5. CARE — are, wear, air, were, where, here, stare, stair, despair
6. BOAT — coat, float, date, dirt, dart, flowed, goat, host

B. Finish this poem by writing words on the lines. Be sure to make them rhyme with the words printed in capitals. Be sure that they fit the meaning of the verse.

You will find words to help you in this list.

flew, new, sail, tail, log, fog, creep, steep, dog, frog, school, tool, beg, leg, head,  
instead, all, fall.

- |   |  |
|---|--|
| 1. Can you remember,<br>Little FROG,<br>Croaking there<br>On a moss-grown .....                 | 5. A tiny speck<br>In a slimy POOL<br>I used to watch<br>On my way to .....                    |
| 2. Can you remember<br>When you were SMALL,<br>And not in the least<br>Like a frog at .....     | 6. A tiny speck<br>That changed and GREW,<br>And every day<br>Showed something .....           |
| 3. You couldn't always<br>Hop and LEAP;<br>You couldn't even<br>Crawl or .....                  | 7. A big round head<br>With a pointed TAIL;<br>That's all you were<br>When you first set ..... |
| 4. You were once a tiny<br>Little EGG,<br>Without a head,<br>Without a .....                    | 8. As a curious little<br>POLLIWOG;<br>You weren't at all<br>Like a grown-up .....             |
| 9. With your wiggly tail<br>And big round HEAD,<br>You looked like a queer<br>Little fish ..... |  |



## JANKO FREEZES IN

This story is re-told in short form below with certain words left out. Write just ONE WORD in each blank to complete the story sensibly.

Janko and his ..... were visiting Uncle ..... and Aunt ..... He enjoyed Aunt ..... so very well, and ate so much of it that when he asked for it again next morning for his ....., ..... Janko made fun of him. This made ..... angry. For a long time ..... sat with his leather ..... touching the ..... so that they became very hot. At last, when his ..... laughed at what he said, he became very ..... indeed, and ran out to the middle of the ....., which was ..... over. He stood there with his ..... to the house.

He did not move when his ..... and his ..... called him, and was left standing there for almost an ..... At last ..... Sophia became anxious about him and went to the ..... She found that he was ..... fast to the ..... The ..... of his ..... had been so hot when he first ran out on the ice that they had ..... the ice around them and then the ..... had ..... again so that he could not move a foot.

When Uncle Janko ..... him back into the house, he was no longer angry. He was glad to have a ..... and be rubbed from ..... to foot with ..... grease. He even laughed when Uncle Janko said he looked like a greased ....., and he ate every bit of the big ..... of ..... Aunt Sophia gave him.

## LIN FOO AND THE THIEF

A. One of the sentences in each group does not mean the same as the others. Underline this different one. Be ready to tell *how* it differs from the others in meaning.

1. (a) When they reached the city, they wandered about all day.  
(b) They reached the city and wandered about all day.  
(c) They wandered about all day before they reached the city.
2. (a) After a time Foo became wide awake.  
(b) Foo became wide awake a little while later.  
(c) Foo became wide awake for a little while.
3. (a) His bamboo gong had rolled over within reach of Foo.  
(b) His bamboo gong had rolled over and Foo had reached it.  
(c) His bamboo gong had rolled over to a place where Foo could reach it.
4. (a) Foo felt a friendliness toward this house which had given them shelter.  
(b) Foo had friends in this house which had given them shelter.  
(c) Foo had a friendly feeling toward this house which had sheltered them.
5. (a) Foo started to make a low bow and told what had happened.  
(b) Foo bowed low and began to explain what had happened.  
(c) Foo made a low bow and started to tell what had taken place.
6. (a) We have come from the country of the gorges to look for work.  
(b) We have come to look for work in the country of the gorges.  
(c) We have travelled from the country of the gorges to try to get work.
7. (a) Lin Fet turned round and scowled for a moment.  
(b) Lin Fet turned round and for a moment looked almost as though he were scowling.  
(c) Lin Fet turned round and it almost seemed for a moment that he was scowling.
8. (a) Beside the canal stood a large Chinese house with a pretty roof of tiles.  
(b) A large house with pretty Chinese tiles on the roof stood near the canal.  
(c) There was a large Chinese house with a pretty tiled roof by the side of the canal.  
(d) A large Chinese house with a pretty tiled roof stood beside the canal.

B. The members of a Canadian family have the same ..... name.

The members of this Chinese family all had the same ..... name.

(Write the word *first* or the word *last* in each blank.)

C. On page 199 is the sentence: *The Chinese gentleman looked astonished.*

Why did he look surprised?

.....

.....

.....

## THE LEGEND OF THE PALM TREE

- A. This story is re-told in short form below. Blanks have been left. Write *one* word in each blank to make the story complete.

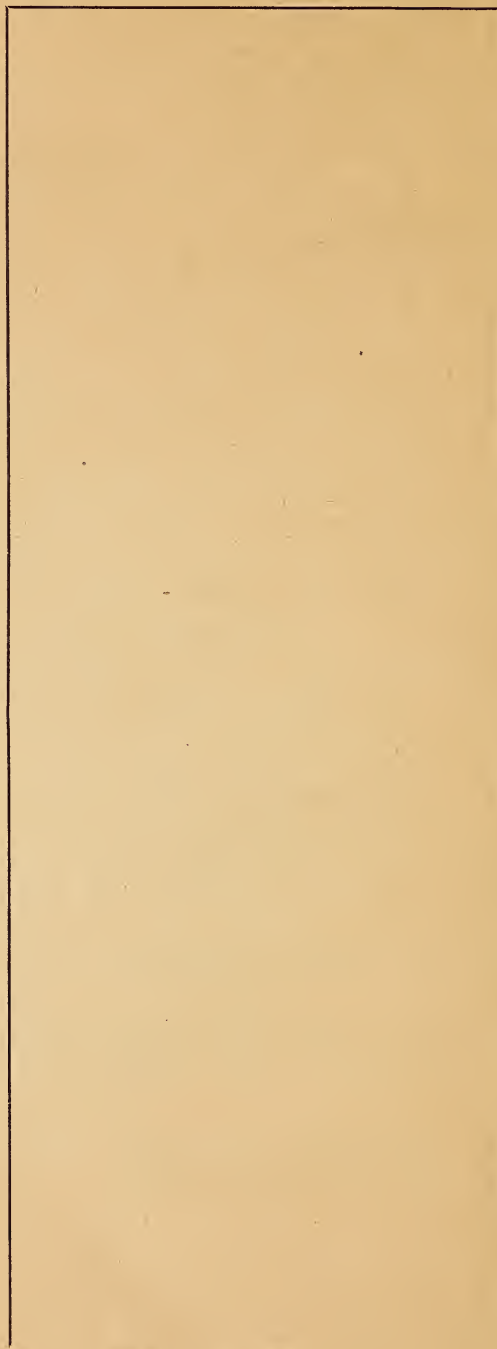
Two ..... and their child were all that were left of their ..... when the ..... had dried up the ..... and killed the ..... and the ..... They left their ..... to look for a ..... land.

One hot day they came to ..... in the ..... While his ..... slept under the ..... the boy heard a ..... calling him from the top of the tree. It was a ..... who told him that the ..... had changed her into the ..... so that she might help others. She told him to cut her ..... and ..... his thirst with the ....., to eat her ..... and never be hungry again, and to drink ..... made from her roots to heal him. He could light his way at night with the perfumed ..... and make his ..... and his ..... from the ..... obtained from her leaves.

In return she asked him to plant her ..... so that a whole plantation of ..... might grow. The boy did so and soon a grove of ..... stood where the ..... once had been.

When he grew up the boy carried the ..... to other ..... throughout the land. The natives of ..... called the palm the .....  
.....

- B. Draw a picture suggested by the second paragraph.



## COMPLETING PICTURES

Each of these sentences commences a picture for you. Choose the words which help to complete the picture and underline them.

1. The noon bell rang, the teacher closed her book, and the children  
(a) prepared to go home, (b) sat down, (c) started their morning's work.
2. The passengers entered the taxicab, the driver climbed to his seat, and the cab  
(a) started off, (b) slowed down, (c) drew up to the curb.
3. The ship drew alongside the wharf, ropes were fastened from ship to shore, and  
(a) the ship sailed at once, (b) the engines started up, (c) the passengers went ashore.
4. The runners took their places, the starter blew his whistle, and  
(a) the race was over, (b) the winner received a prize, (c) the race was on.
5. One spring day Bert was digging fertilizer into the garden, Bill was raking away stones, and Bob was  
(a) digging potatoes, (b) planting seeds, (c) gathering late beans.
6. Elsie was gathering together the pretty shells and pebbles she had found near the water, Mother was packing the last of the suitcases, and Dad was  
(a) loading the car, (b) unloading the car, (c) getting the car ready for a trip to the beach.
7. Harry prepared a safe place for the picnic fire, Gerald gathered dry wood, and Mary  
(a) washed the dishes, (b) packed the sandwiches carefully in the boxes,  
(c) spread a cloth on which she set out the cups and plates.
8. The alarm rang in the fire station, the firemen immediately rushed to their places, and  
(a) began to play streams of water on the fire.  
(b) carried the frightened children from the burning building.  
(c) the fire engines roared into the street.
9. Suddenly Mother exclaimed, "Just look at the time!" Leonard grabbed his cap and rushed out of the house, but  
(a) he just managed to catch the bus.  
(b) the bus had passed the corner before he could get there.  
(c) he got to school before the bell rang.
10. The days were growing shorter, the leaves were turning yellow and red, and  
(a) everything seemed to tell us that winter would soon be over.  
(b) the farmers were gathering their late crops.  
(c) the bears were wakening from their long sleep.



## TAD LINCOLN FINDS A SPY

- A. At the left is a list of words from the first half of this story. At the right are the meanings of these words. Put the number of the correct meaning in front of each word.

(.....) easily	1. worth a great deal
(.....) familiar	2. known only to a few
(.....) valuable	3. in a tired manner
(.....) secret	4. without difficulty
(.....) queer	5. an eager desire to know something
(.....) wearily	6. well known
(.....) curiosity	7. odd
(.....) important	8. rough sounding
(.....) hoarse	9. meaning a great deal

- B. In the second half of the story are words having the following meanings. Find the words and write them on the lines.

1. people who are running away from something .....
2. in a way that shows joy because of success .....
3. very brave people .....
4. a paper saying that someone shall not be punished .....
5. important, grave, and dangerous .....

- C. Sometimes two people can agree about something without even speaking about it. Each knows that the other will be sure to want it. Find a sentence on page 214 which tells that Ted and his brother agreed upon something without saying a word about it. Write the sentence.

.....

.....

- D. 1. A person who gives or sells information to his country's enemies, especially in war time, is  
 (a) a spy                                      (b) a traitor                                      (c) an enemy
2. Caleb's father thought that Mrs. Lincoln had probably stolen the plans of the war-ship because  
 (a) she was the President's wife  
 (b) she had gone to New York  
 (c) her brother was in the army fighting against the President.

- E. Tad thought a great deal of his father and his mother. He was thoughtful of them and their feelings. How is this shown in the story? Tell one thing to show his consideration for his father and one to show his thoughtfulness for his mother.

.....

.....

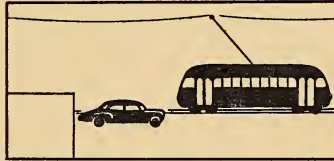
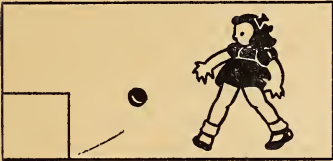
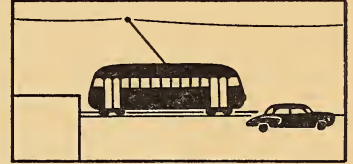
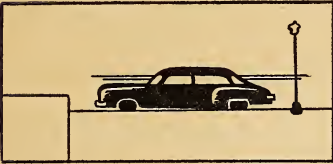
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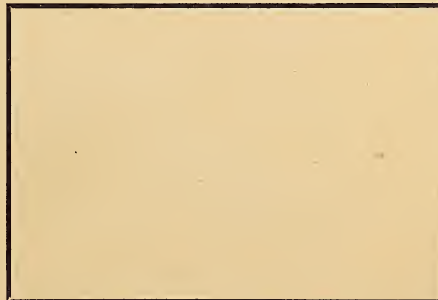
## WHICH PICTURE?

Here are nine pictures and ten sentences. There is one sentence about each picture. There is no picture for one of the sentences. Find the sentence for each picture. Put the number of the sentence in the little square in the bottom left-hand corner of the picture it refers to.

1. The little girl is catching a ball in her left hand.
2. The automobile has just passed the street car.
3. The big ship has just docked and passengers are going ashore.
4. The little girl is throwing a ball with her right hand.
5. The little sailboat is approaching the wharf.
6. The automobile is standing still near the sidewalk.
7. Passengers are going aboard the big ship.
8. The little boat is going out to sea.
9. The wind is driving the little sailboat quietly through the water.
10. The automobile has not yet caught up to the streetcar.



Could you draw a little picture for the sentence which has no printed picture?



## CHAPTER FIVE — REVIEW

A. Write the titles of the stories and poems from chapter five opposite the names of the proper countries.

1. Sweden .....
2. England .....
3. China .....
4. France .....
5. Brazil .....
6. The Holy Land .....
7. The United States .....
8. Czecho Slovakia .....

B. Write the title of the poem you like best in chapter five. ....  
.....

C. Copy lines from the poems of chapter five which tell these things.

1. (Page 187) Three lines telling how three children go to school in winter.

.....  
.....  
.....

2. (Page 188) Two lines telling what the flower seller has in her basket about Christmas time.

.....  
.....

3. (Page 201) One line telling that it is evening or night time in some countries when it is day time in Canada.

.....



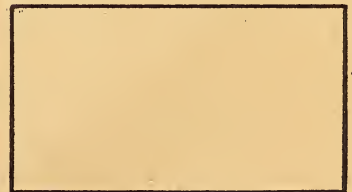
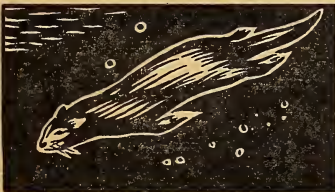
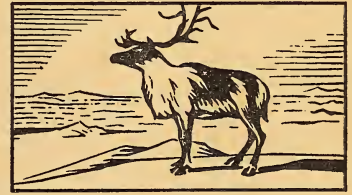
# NEHEMIAH TEABOY

A. Many animals are mentioned in this story. Write the number of the animal from the list in front of the words telling about it.

1. rats (.....) (a) live 350 miles north of Nehemiah's home.
2. moose (.....) (b) Nehemiah trapped three of these.
3. lynx (.....) (c) eat the bark of young poplar trees.
4. white fox (.....) (d) Moses has a team of five of these.
5. otter (.....) (e) Moses' coat is made of this skin.
6. caribou (.....) (f) are caught in brass-wire snares.
7. marten (.....) (g) Nehemiah trapped four of these.
8. dogs (.....) (h) Nehemiah expects to have trousers made of this skin.

B. Write the names of these animals below the pictures. The names are printed for you in question A.

Draw a picture of an animal in the blank frame. You may choose any animal you wish.





C. Complete these sentences to tell WHY.

1. The Indians' coats have hoods .....
2. Mr. Clay went to Nehemiah's cabin .....
3. Nehemiah's great-great-grandfather was called Teaboy .....
4. The Indians trap animals for their skins in winter and spring because .....

D. Write four words from the story standing for the homes of the Indians.

E. Write the numbers of the paragraphs in the story which these headings fit.

- (.....) Where we live.  
(.....) How Moses and I outfit ourselves when we go to our trap line.  
(.....) How I got my name.  
(.....) How we travel.

## RHYMING WORDS

Fill the blanks with words that rhyme with the words printed in capital letters.

(You may have to use the words *height*, and *comb*. Learn how to spell these words. You may also have to use either *stare* or *stair*. Learn how to use these two words which sound just alike.)

1. LAND      You have a thumb on each .....
2. CAME      Mary's pet is a little ..... deer.
3. SWEET     Jim ..... Tom in the last race.
4. DRIVE     Mr. Brown has a new ..... of bees.
5. END       I can not ..... this broken wagon.

6. PLAIN     The ink left a big ..... on my coat.
7. BRIGHT   I could not guess the ..... of the mountain.
8. CREAM     ..... was escaping from the boiler.
9. LEAP     Babies often ..... before they learn to walk.
10. FAIR     It is rude to ..... at people.
11. HOME     Wild animals ..... through the forest.
12. FOAM     Wash your face and ..... your hair.
13. BOAT     Mary has a new ..... and skirt.
14. DISH     Jack started to ..... in the lake.
15. CLEAR     May I ..... the boat across the bay?
16. MAYOR     Bill is a good baseball .....
17. MAIN     Can you ..... how to do this?
18. DAY     Do this at once, without .....
19. BUTTER   Speak clearly and pleasantly. Do not .....
20. RIDE     Can you ..... twelve by two?

### RESCUED BY RADIO

A. Finish these sentences to tell WHEN.

1. Rags was often very much puzzled when .....  
.....
2. Rags was very much disappointed when .....  
.....
3. Rags was very much afraid when .....  
.....
4. Rags was perfectly happy when .....  
.....

B. Write a word from page 225 which may explain why Mary's dog was called Rags.

.....

C. Many words in this story are made from shorter ones by adding syllables such as *-est*, *-ed*, *-ly*, and *-ed*.

1. Find words made from these and write them on the lines.

- |             |       |            |       |
|-------------|-------|------------|-------|
| a. funny    | ..... | b. twinkle | ..... |
| c. announce | ..... | d. thrill  | ..... |
| e. question | ..... | f. careful | ..... |
| g. step     | ..... | h. wag     | ..... |

2. Write the short words from which these are made.

- |                 |       |              |       |
|-----------------|-------|--------------|-------|
| a. patted       | ..... | b. direction | ..... |
| c. hopefully    | ..... | d. carried   | ..... |
| e. sparkling    | ..... | f. snapped   | ..... |
| g. astonishment | ..... | h. perfectly | ..... |

D. Write a sentence from page 226 meaning the same as this:

Mary visited all the houses near by and enquired about Rags.

.....

.....

## TEST No. 4

A. Baby beavers are very delicate little creatures, and if one loses his mother or becomes stranded, he is tenderly cared for by Grey Owl. He is fed from a bottle like a real baby, and like a real baby he fusses and whines when his feeding time is due. He even sleeps with his foster parent so that he may be awakened for frequent feedings during the night.

1. This paragraph is chiefly about

- (a) Baby beavers
- (b) How baby beavers are fed
- (c) Grey Owl
- (d) The care given by Grey Owl to motherless baby beavers.

2. Write a word from the story which tells that baby beavers are easily hurt or made ill. ....

3. When it is time for a train to arrive at a station, the 'train is .....  
at the station. (Write a word from the paragraph to fill the blank.)

4. This paragraph suggests to us that Grey Owl
- (a) is a great hunter
  - (b) is a large bird that lives where beavers are found
  - (c) loves wild animals
  - (d) steals baby beavers from their parents and takes them to his home.
5. One of these statements is not true. Underline it.
- (a) Baby beavers are in many ways like real babies.
  - (b) Baby beavers need very great care.
  - (c) A foster-parent is the father or mother of baby beavers.
  - (d) Grey Owl acts as the foster-parent of stranded little beavers.

B. From the time she was eight years old, Louisa had scribbled little stories and poems in her spare time, but it was not till she was twenty that her first story was published. With the five dollars she received she bought a crimson ribbon for May's bonnet and some equally happy offering for each of her other sisters.

1. This paragraph is chiefly about
- (a) When Louisa was a little girl
  - (b) Louisa's first earnings from her writing
  - (c) What Louisa bought
  - (d) The crimson ribbon for May's bonnet.
2. Write a word from the story meaning *obtained* or *got*. .....
3. What colour was the ribbon for May's bonnet? (a) red, (b) blue, (c) green, (d) yellow.
4. When you write or draw something hurriedly and perhaps carelessly you ..... it. (Write a word suggested by the story to fill the blank.)
5. This paragraph makes us think that Louisa was
- |              |                 |
|--------------|-----------------|
| (a) wealthy  | (b) selfish     |
| (c) generous | (d) quite young |
6. In Louisa's family there must have been at least
- |                 |                |
|-----------------|----------------|
| (a) one girl    | (b) two girls  |
| (c) three girls | (d) four girls |



## SAVING THE SALMON

A. This selection mentions six things that may prevent salmon from being born or living to return as full-grown fish to the stream where they were hatched. Here are four of the six.

- (a) Fishermen may catch them in their nets.
- (b) Hungry fish may eat the eggs.
- (c) They may die on the rocks trying to leap the waterfalls.
- (d) Trout, ducks or eagles may eat the baby fish.

On the lines write these four sentences and the two others arranged in the order in which these dangers are mentioned in the story. Number your sentences from 1 to 6.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

B. A spring salmon was hatched in the upper waters of the Skeena River in 1940 and escaped all the dangers mentioned in the story. In what year did it return to its birthplace? .....

C. The words in the list at the right are used in the story. Write them in the proper blanks in the sentences.

1. The female salmon fights very hard against the strong  
..... of the river to reach the shallow stream  
where she lays her eggs and covers them with .....
2. At the ..... the baby fish or .....  
have a good chance to grow to be .....  
when they are allowed to swim off into the stream.

hatchery  
fry  
fingerlings  
gravel  
current

## ELISHA SAVES BUTTERCUP

A. Number these sentences in the order in which the events happened.

- (.....) Rebecca crossed the turnip field to go to Mrs. Came's house.
- (.....) Elisha stopped in front of Mrs. Baxter's gate.
- (.....) Mr. Came told Bill to go for the horse doctor.
- (.....) Rebecca heard Mr. Came tell Elisha that he was a coward.
- (.....) Mrs. Baxter told Elisha that she hoped Mr. Came would give him the cow next day.
- (.....) Mr. Came gave Elisha the cow.
- (.....) Mr. Came asked his wife to go with him and hold the lantern.
- (.....) Buttercup got a turnip stuck in her throat.
- (.....) Elisha pulled the turnip out of Buttercup's throat.

B. Complete these sentences. If you do not remember the story well enough, read again the pages mentioned.

1. (Page 240) At first Mr. Came would not give Elisha the cow because .....

.....  
.....

2. (Page 239) Rebecca's aunt did not think that .....

.....

3. (Page 241) Bill was afraid to .....

.....

## AN ADVENTURE AT A LUMBER CAMP

A. Number these sentences to show the order in which these things happened.

- (.....) The logs were rolled into the river.
- (.....) The branches were stripped from the spruce trees.
- (.....) The logs were steered to a little bay in front of Lucy Jane's stump.
- (.....) The spruce trees were cut down.
- (.....) The arms of the mill machinery lifted the log on to the carriage.
- (.....) The moving floor of the trough carried the logs into the mill.
- (.....) The saws cut the logs into boards.
- (.....) The boom across the river caught the logs.

- B. 1. Finish this sentence to tell *why* Lucy Jane always kept three trees in a line. (Read page 250)

Lucy Jane always kept three trees in a line .....

2. Finish this sentence to tell *why* Lucy Jane was glad when she came to a small river. (Read page 251)

She was glad when she came to a small river .....

3. Write a sentence to tell what mistake Lucy Jane made when she came to the small river.

.....

4. On page 248 you are told that Lucy Jane watched something *exciting*. Write a good sentence to tell what was exciting.

It was exciting to .....

5. On page 249 you are told that something was *thrilling*. Complete this sentence to tell what was thrilling.

It was thrilling to .....

C. Tell what persons or things the italicized words stand for.

1. From *her* stump, too, Lucy Jane could see the huge arms of the mill machinery. *They* lifted a great log and hurled it onto the carriage. The carriage ran *it* forward to the saw.

(a) *her* ..... (b) *it* .....

(c) *they* .....

2. Late one afternoon in August, Lucy Jane went to fetch the cows for Pete. She found three and started *them* on the road to the camp, but Spot was missing. Then *she* found the break in the fence that Spot had made, climbed through, and set out to look for *her*.

(d) *them* ..... (e) *she* .....

(f) *her* .....

## KWAH

- A. The story of Kwah tells how a young man named Ted saved a young crow from a hawk; how for a long time Jacko, the crow, lived with him; and how the bird repaid Ted for his kindness to him.

We may put three headings for the three parts of the story:

1. Ted saves Jacko from the hawk.
2. Jacko and Ted live together as friends for a long time.
3. Jacko finds the gold that Ted is seeking.

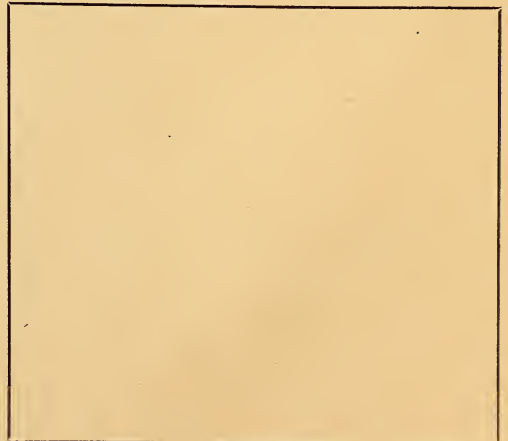
Place 1, 2 or 3 in the brackets in front of each of these sentences to show to which section of the story it belongs.

- (.....) Ted carried the young crow into his cabin.
- (.....) Jacko followed Ted on all his prospecting trips.
- (.....) "Thought you would stay with me for a bit, did you?" laughed Ted. "How do you feel?"
- (.....) Jacko lowered his bill and dropped three nuggets into Ted's palm.
- (.....) A hawk was holding down a madly fighting crow.
- (.....) Weeks passed and the crow stayed on.
- (.....) "Where did you get these, partner?" asked Ted in astonishment.
- (.....) Jacko had only one word "Kwah", but he spoke it in so many different ways that Ted always knew what he meant.
- (.....) Ted snatched up a stick and beat off the hawk.
- (.....) We'll see what a rest and food will do for you.
- (.....) While the man hunted for gold, the bird hunted for beetles and grasshoppers.
- (.....) "Kwah! Kwah!" cried Jacko triumphantly as he settled down at the foot of a rock where something glittered.
- (.....) Jacko lighted on a fir tree and waited for Ted to catch up.

- B. On page 257 of your reader are these sentences:

1. He lowered his bill, and dropped three gold nuggets into Ted's palm.
2. He lighted on a fir tree and waited for Ted to catch up.
3. He settled down at the foot of a rock where something glittered.

In this space draw a picture to illustrate one of these sentences.





## CHAPTER SIX — REVIEW

A. At the left are the names of people mentioned in Chapter Six. The list at the right tells what these people were. Write the proper numbers from the list at the right in front of the names.

- |                                     |                    |
|-------------------------------------|--------------------|
| a. (.....) the fairies of Macroom   | 1. radio announcer |
| b. (.....) the fairies of Kilfinnan | 2. prospector      |
| c. (.....) Peterkin Spray           | 3. lumberman       |
| d. (.....) Bill Lowell              | 4. cobblers        |
| e. (.....) Mr. Came                 | 5. fisherman       |
| f. (.....) Mr. Thomson              | 6. weavers         |
| g. (.....) Ted                      | 7. farmer          |

B. In the stories of this chapter three people were rewarded for doing kind, good, or brave deeds. Complete these sentences to show who was rewarded and what he did.

1. In the story *Kwah*, ..... saved .....’s life. He was rewarded when ..... dropped ..... into his hand and led him to the .....
2. In *The King’s Highway* ..... was rewarded for ..... His reward was ....., which he found under the big stone.
3. Elisha was rewarded for ..... His reward was .....

## THE TRACTOR THAT TOOK A HOLIDAY

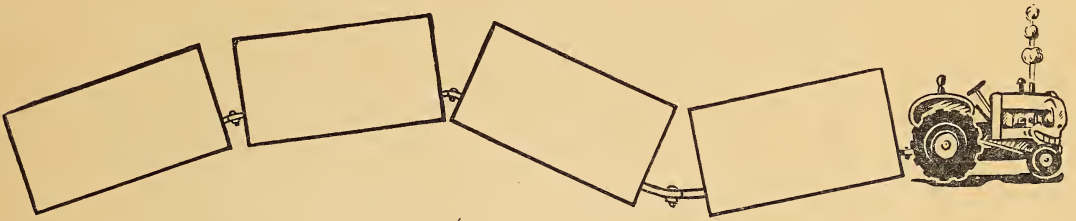
A. A number of farm machines are mentioned in the story. Write the names of these machines on the lines to make good sentences. You will find them in this list:

tractor, harrow, milking machine, plow, binder, threshing machine,  
churn, roller, drill, combine

1. The ..... plants seeds in the ground.
2. The ..... fills sacks with oats and wheat.

3. The ..... turns up the soil and prepares it for the grain seeds.
4. The ..... ties the grain into bundles.
5. The ..... and the .....  
break up the large pieces of earth left by the plow, to make a soft bed for the seeds.
6. The ..... drags the other machines over the fields so  
that they can do their work.

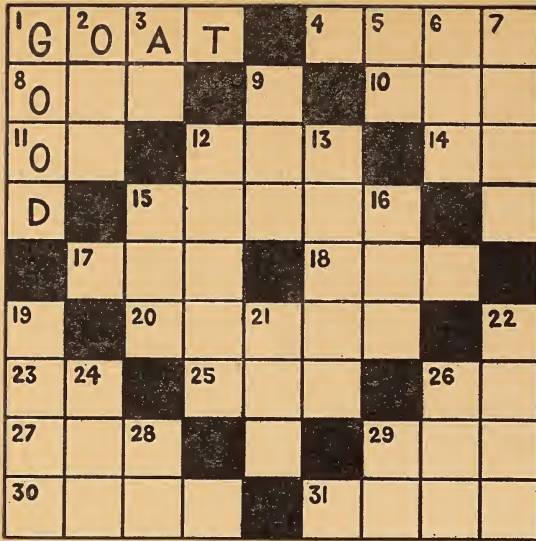
B. Here is Rattler pulling the farm machines along. Print the names of the machines in the order in which they hooked themselves together. They are going to the right.



C. Finish these sentences to tell WHEN.

1. Rattler was very proud of himself when .....  
.....  
.....
2. Mike was very much surprised when .....  
.....  
.....
3. The plow laughed at Rattler when .....  
.....  
.....
4. Rattler was just a little angry when .....  
.....  
.....

# A CROSSWORD PUZZLE



Fill in this puzzle with capital letters like those printed for you in the top left hand corner.

The *across* word starting in square No. 1 is GOAT. This word has been written for you in the *across* sentence No. 1.

The *down* word starting in square No. 1 is GOOD. Print and write neatly.

## ACROSS

1. A mountain lion and a mountain .....*goat*..... built a house.
4. Salmon and other foods are packed in ..... at Canadian canneries.
8. .... is a short form of the word *often*.
10. I ..... Bill on the street.
11. Prince Edward Island is the smallest province ..... Canada.
12. Bill's shoes are ..... big for his little brother.
14. I like ..... play baseball.
15. There are hundreds of men in the ..... of these ships.
17. Bert dropped a big rock on the big ..... of his left foot.
18. A pen point is sometimes called a pen .....
20. I took a drink of ..... water from the stream.
23. This is an easy puzzle. I'm sure you can do .....
25. The road was covered with black .....
26. I ate a pear and ..... apple.
27. 2,000 pounds make one .....
29. The bell rang an hour .....
30. There is an ink ..... on your coat.
31. Meat, potatoes and carrots were boiled together to make a .....

## DOWN

1. ....*Good*..... is the opposite of *bad*.
2. Take ..... those muddy boots.
3. The bell rang ..... nine o'clock.
5. I ..... sure you can do this puzzle.
6. Fish are often caught in a .....
7. The green signal light means *GO*; the red one, .....
9. An enemy is sometimes called a .....
12. We should ..... animals kindly.
13. If anything is yours, you are its .....
15. Terry, the town boy, could not milk a .....
16. "Yes, .....", answered Jim.
19. The vase was broken into little .....
21. We must ..... hides to make leather.
22. .... falls in winter.
24. We climbed to the ..... of the hill.
26. I am ten years old. What is your .....?
28. The storekeeper says he is sorry he has ..... candy today.
29. If ..... first you don't succeed, try, try again.

## THE CHICKEN BROODER

### A. Finish these sentences to tell WHY.

1. We know that Margaret liked to *make believe* or *pretend* because .....  
.....  
.....
2. As soon as Margaret opened the door of the brooder house, she knew that something was wrong because .....  
.....
3. Uncle David praised Margaret because .....  
.....

### B. 1. Who do you think Alan was?

John was .....

### 2. Who was Clarence?

Clarence was .....

### 3. How many baby chicks were there in the brooder house?

There were .....

### C. The things named in the list at the left are mentioned in the story. The list at the right tells what they were used for. Put the number of the correct use in the brackets in front of each name at the left.

- |  |   |
|--|---|
| a. (.....) thermometer                   | 1. to keep the chicks from smothering.                            |
| b. (.....) curtain                       | 2. to heat the brooder.   |
| c. (.....) electric element              | 3. to plug the electric cord in.                                  |
| d. (.....) fuse                          | 4. to carry electric current a long distance.                     |
| e. (.....) fan                           | 5. to keep heat in the brooder.                                   |
| f. (.....) extension cord                | 6. to show how hot the brooder was.                               |
| g. (.....) socket                        | 7. to allow a person to look at the thermometer.                  |
| h. (.....) little door in top of brooder | 8. to break the electric current if it became dangerously strong. |



## ON THE FARM



- A. On Saturday Bert and Ellen and some of their friends went to Uncle David's farm. They enjoyed themselves very much doing all sort of things. The four paragraphs below tell of some of the things they did.
1. Ellen and Harry found some very pretty playmates. The children threw on the ground handfuls of broken corn for their little friends to eat. The little creatures were watched by their mother who clucked to them from time to time, picked up bits of food, and dropped them right in front of her little ones.
  2. Back and forth went Betty, first high and then low. Tom pushed her to make her go faster and higher. Sometimes she went so high the seat on which she sat was far higher than Tom's head.
  3. Mary had a basket into which she carefully placed the fruit Bob threw to her from the tree. They were careful not to bruise any. Mary placed all the fruit carefully in her basket.
  4. Bert sat proudly in the saddle and trotted around one of the fields, enjoying himself very much. Harry had had his turn, and Steve could hardly wait until he got his feet in the stirrups.

Here are some titles or headings. Four of them fit the paragraphs above. Write the number of each paragraph in the bracket in front of the correct heading. Four of the titles will not have numbers written in front of them because they do not fit the paragraphs.

- |                             |                              |                        |
|-----------------------------|------------------------------|------------------------|
| (.....) Picking raspberries | (.....) Feeding the chickens | (.....) Picking apples |
| (.....) Feeding the pigs    | (.....) Playing in the hay   | (.....) Riding a pony  |
| (.....) Swinging            | (.....) Gathering eggs       |                        |

- B. Place the letter *N* in front of any titles which tell of something in the picture but are not titles fitting any of the four paragraphs.

## COUNT ME IN

- A. A road was built from ..... to .....  
a distance of ..... miles. It was completed in a little more than ..... months.

- B. Here are the names of some of the machines used in building the road:  
trailer, caterpillar tractor, bulldozer, truck, Rattler (the tractor), Big Fellow (the shovel), grading machine, jeep.

Write one of these names in each blank in these sentences.

1. The ..... went up and down the line carrying supplies.
  2. A sawmill was carried in a large .....
  2. The ..... cut down a steep hill.
  4. The forest trees were slashed down by the sharp knife of the .....
  5. The ..... dumped loads of gravel into the soft earth.
  6. Earth was scooped up and spread over the tree trunks by the .....
  7. After the bulldozer had cut down the hill, the ground was levelled by the .....
  8. Tools and camp supplies were carried in a ..... which was hooked up behind a .....
- C. Name two things which made work difficult during the hot summer days.
1. ....
  2. ....

## TEST No. 5

A. Charlie Burt lived near a great air field. Great silver airplanes circled over his home and winged their way to other fields thousands of miles away. The hum of their powerful engines was music in Charlie's ears and nothing, he thought, could be more beautiful than the sight of a giant plane glistening in the sunlight. Some day he would be a pilot.

1. The main idea of this paragraph is:
  - (a) that Charlie lived near an airport
  - (b) that Charlie loved airplanes
  - (c) that airplanes glisten in the sunlight
  - (d) that Charlie became a pilot.
2. Find a word meaning *shining*. .....
3. Instead of the word *flew*, the writer of this paragraph used three words. Write these three words which together mean *flew*. .....
4. What did Charlie like to hear? .....
5. What was Charlie's greatest wish?
  - (a) To ride in an airplane
  - (b) To see the great planes circle over his home
  - (c) To be a pilot some day
  - (d) To hear the planes hum through the air.

B. It was hard work. The cold of early spring gave way to the longer days of summer. Now instead of swirling snow there was driving rain. The men were ankle deep in mud at one time and nearly choked to death with clouds of dust at another. With the longer hot days of summer they were tormented by hosts of mosquitoes and other biting insects. But the work never stopped.

1. This paragraph is chiefly about:
  - (a) swirling snow and driving rain
  - (b) hard work
  - (c) difficulties the men had to face doing their work
  - (d) the different seasons of the year.
2. Find a word meaning *caused very great pain*. .....
3. Find a word meaning *great numbers*. .....
4. This paragraph tells of many things that made the work difficult during one season of the year. Write the name of the season which follows this one. ....
5. The men had to fight against many things that made their work very difficult. Find a sentence which tells us that they kept on and on with their hard struggle. Copy the sentence on the lines.  
 .....  
 .....
6. It did not rain all the time during the long summer days. One word in the paragraph makes us think so. Write the word on the line. It has four letters. ....



## THE STORY OF THE SKUZZY

A. Underline the meaning which best fits the word italicized for you in the sentence at the left.

- |   |               |  |
|---|---------------|--|
| 1. The <i>stout</i> little boat made her way against the current. | <i>stout</i>  | (1) fat and large.<br>(2) firm; strongly built.<br>(3) a dark-brown beer.  |
| 2. She made her first <i>trip</i> through the canyon.             | <i>trip</i>   | (1) a journey<br>(2) stumble.<br>(3) take light, quick steps.  |
| 3. He planned his <i>course</i> as well as he could beforehand.   | <i>course</i> | (1) line of action.<br>(2) track.<br>(3) part of a meal served at one time.<br>(4) hunt.   |
| 4. The water <i>beat</i> upon the Skuzzy with great blows.        | <i>beat</i>   | (1) strike, struck.<br>(2) defeat, defeated.<br>(3) regular round of a policeman.<br>(4) move against the wind by a zig-zag course.  |
| 5. They <i>warped</i> the Skuzzy through the White Creek rapids.  | <i>warp</i>   | (1) bend or twist out of shape.<br>(2) rope used in moving a ship.<br>(3) move by means of ropes fastened to something fixed.<br>(4) threads running length-wise in cloth. |
| 6. They tied her to the <i>bank</i> for the night.                | <i>bank</i>   | (1) great mass of anything.<br>(2) ground bordering a river.<br>(3) place for keeping and issuing money.<br>(4) a row or tier of oars.                                     |

B. In the third and fourth paragraphs of the story you can find many words picturing the swift, rushing waters of the Fraser. Write six of them on the lines.

.....

.....

C. Write three short sentences to tell three things Mr. Dalton did to make the "Skuzzy" a strong, powerful boat.

.....

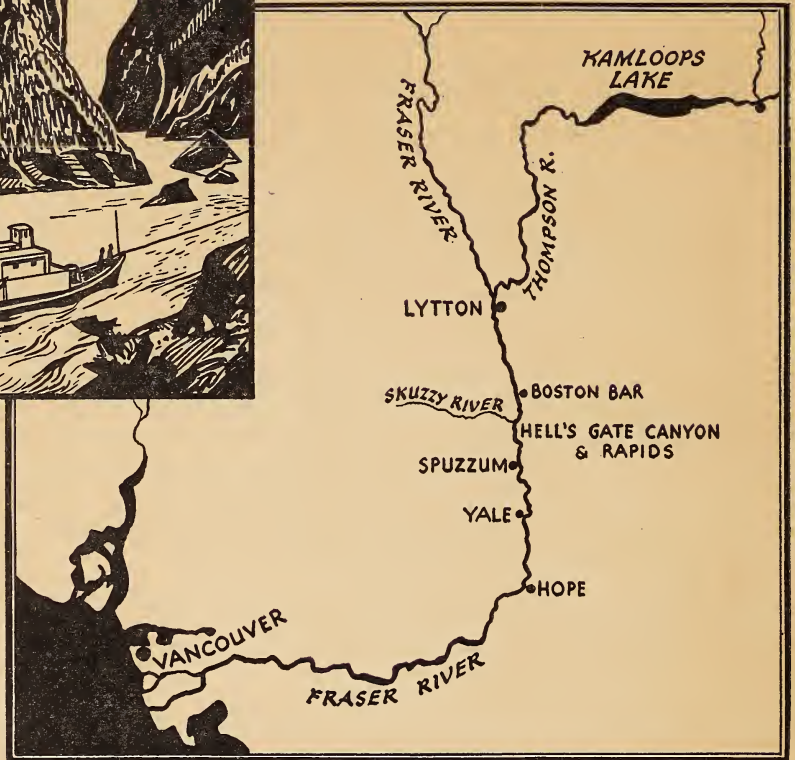
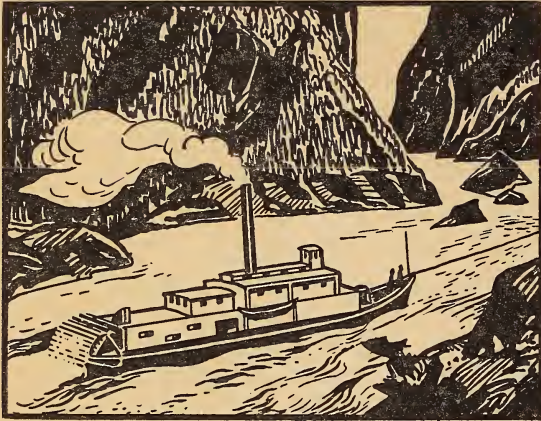
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.....



D. (Underline the best answer). In quiet water the "Skuzzy" made her way forward by means of:

1. a winch
2. Chinamen tugging on a tow-rope
3. a paddle wheel
4. Water-tight partitions.



E. Look at the map to answer these questions and remember that the right bank of a river is on your right hand as you go *down* the river towards the sea.

1. The Thompson River joins the Fraser River near the town of .....
2. The towns of ..... and ..... are on the right bank of the Fraser River.
3. Vancouver is ..... of the mouth of the Fraser River (north, south, east, or west)
4. Kamloops Lake is really part of the ..... River.

## CHAPTER SEVEN — REVIEW

A. On the line following each one of these descriptions write the title of the poem from chapter seven to which it refers.

1. A poem written as though the writer is talking to a very large machine.

.....

2. A poem which tells us that a boy prefers real men's tools.

.....

3. A poem telling what the speakers could see on a newly-built road.

.....

4. A poem which compares a new building to something very long and tall mentioned in the Bible.

.....

5. A poem written as though the machine "helper" itself were talking to us.

.....

6. The shortest poem in the chapter.

.....

B. On the line following each of these descriptions write the title of the story from chapter seven to which it refers.

1. A story in which a little girl won her uncle's praise for doing a very thoughtful, sensible thing when left alone.

.....

2. A story in which a big machine "helper" could not see a joke on himself.

.....

3. A story in which the "helper" did something that the shipping man said was impossible.

.....

4. A story about the building of a long road.

.....

C. Write sentences to answer these questions about the stories mentioned in question B.

1. What was the thoughtful, sensible thing the little girl did?

.....

.....

2. What was the joke the big machine "helper" could not see?

.....

.....

3. What was the "impossible" thing the "helper" did?

.....

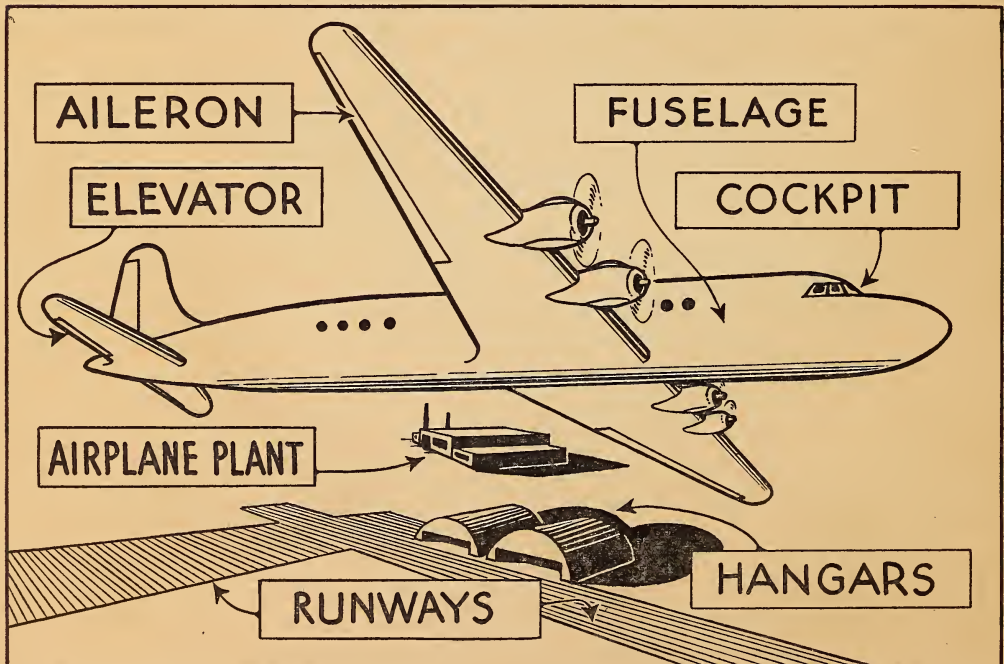
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4. Question 4 in exercise B is about a long road. Where was this long road built?

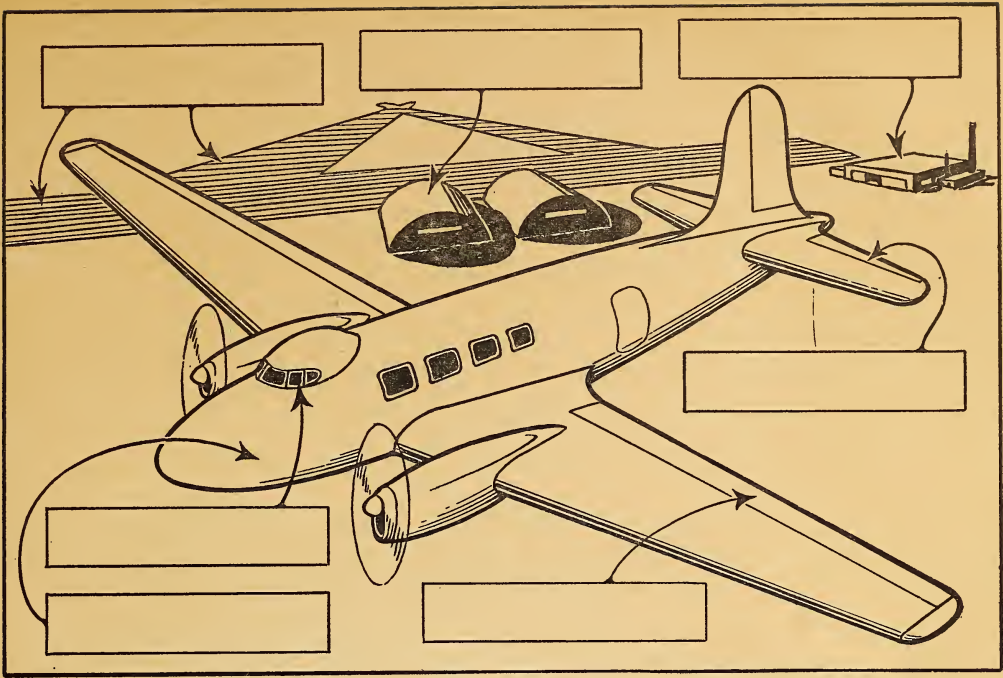
.....

.....

## THE PARTS OF AN AIRPLANE







Here are two pictures of airplanes. The parts of the first one are named for you. Print the names of the parts in the spaces provided for you in the second picture.

## AEROPLANES

Here are some words used in the stories about airplanes. Write one of them in each of the sentences below.

Hangars, Ailerons, Elevators, Fuselage, Cockpit, Runway, Pedal, Throttle, Airplane plant, Dials, Co-pilot, Stewardess, Instrument Panel, Oxygen Mask.

1. The ..... in the tail of the plane are used to make the plane climb.
2. The pilot sits in the ..... of the plane.
3. Airplanes are kept in buildings called .....
4. At the airfield, the planes speed along the ..... before they take off.
5. Airplanes are built at an .....
6. The body of the plane is called the .....
7. The ..... attends to the comfort of the passengers.
8. The ..... on the ..... show the pilot many things he needs to know when he is flying the plane.
9. The pilot uses the ..... to give gasoline to the engine.
10. The ..... aids the pilot in flying the plane.



## RHYTHM

Did you ever beat time to music? Some songs sound like this: ONE, two, three; ONE, two, three: TUM, ti, ti; TUM, ti, ti

Poetry has this same musical swing or *rhythm*. Say these lines to yourself:

There CAME a GIant TO my DOOR,  
A GIant FIERCE and STRONG;  
His STEP was HEAVy ON the FLOOR,  
His ARMS were TEN yards LONG.

Don't they sound like this?

Ti TUM, ti TUM, ti TUM, ti TUM,  
Ti TUM, ti TUM, ti TUM;  
Ti TUM, ti TUM, ti TUM, ti TUM,  
Ti TUM, ti TUM, ti TUM.

The following verses also have a certain swing or rhythm. Read them and pick out the line at the right which best finishes each one. Pick out the one which has the best *rhythm*. *Rhyme* will also help. Write the one you choose on the line.

- |  |  |
|--|--|
| 1. Did you ever see a little mouse?<br>Perhaps you never did,<br>For mice are timid little folk,<br>.....                            | (a) And hide during the day.<br>(b) And when it's light stay hid.<br>(c) And then, when the sun shines<br>they're hid.   |
| 2. Did you ever see the pictures<br>Jack Frost paints in the night?<br>I find them on my window<br>.....                             | (a) When I get up in the morning.<br>(b) When the sun is shining clear<br>and bright.<br>(c) In the early morning light. |
| 3. Did you ever see the wind that blows<br>The clouds across the sky?<br>I never did, but then, you know,<br>.....                   | (a) The clouds are very, very high.<br>(b) You're cleverer than I.<br>(c) Perhaps I never really try.                    |
| 4. A big black horse with a long black<br>tail,<br>And snow-white toes and heels,<br>Was riding around in a little red cart<br>..... | (a) With four big yellow wheels.<br>(b) Which had four big yellow<br>wheels.<br>(c) With red and green wheels.           |
| 5. But when the bees are angry,<br>And sharpen up their stings,<br>It would be well for you and me<br>.....                          | (a) If we had wings.<br>(b) If both of us had wings.<br>(c) If we both had big wings.                                    |

## I'M FLYING

A. Finish these sentences to tell WHY.

1. Art was given the right front seat .....  
.....
2. Mr. Willis tugged at the wide canvas bands of the boys' safety belts .....  
.....
3. Mr. Willis shouted out the window, "Switch on!" .....  
.....
4. Mr. Willis did not start the flight at once after turning on the switch .....  
.....

B. 1. The wind was blowing from the .....

(Write the word *north*, *south*, *east*, or *west* on the line.)

2. We know that the wind was blowing from the ..... because .....  
.....

(Complete the sentence to tell how you know the direction of the wind.)

C. Underline the groups of words which complete these sentences correctly.

1. *They taxied down to the south end of the field* means that they
  - (a) drove down in a taxi-cab.
  - (b) pushed the plane there.
  - (c) moved there in the plane with its wheels still on the ground.
  - (d) flew there.
2. As the plane was travelling up the runway, Mr. Willis pulled out the throttle
  - (a) to warn people to get out of the way.
  - (b) to make the plane go faster.
  - (c) to turn the plane to the left.
  - (d) to make the plane rise from the ground.
3. Mr. Willis and the boys wore parachutes
  - (a) because the boys were going to practise jumping.
  - (b) because the plane was not safe.
  - (c) to make the boys look like real fliers.
  - (d) in case of accident.

## WHAT KINDS OF THINGS ARE THEY?

A. Look at the three words in the first box below. They name three different *games*. The word *games* is one of the words printed above the boxes. Each word at the top belongs to one of the boxes just as *games* belong to the first one. Find one word for each box and write in in the space at the top of the box. When you write the word in its place, put a check mark (✓) in the bracket in front of the word to show that you have used it.

- |                      |                   |                 |                    |
|----------------------|-------------------|-----------------|--------------------|
| (.....) fruits       | (.....) tools     | (.....) flowers | (.....) directions |
| (.....) farm animals | (.....) fish      | (.....) drinks  | (.....) vegetables |
| (.....) wild animals | (.....) provinces | (.....) trees   | (.....) meats      |
| (.....) workmen      | (.....) furniture | (.....) cities  | (.....) insects    |
| (..✓) games          | (.....) metals    | (.....) rivers  | (.....) birds      |

(1) ..... football baseball lacrosse ..... <i>tennis</i> .....	(2) ..... axe saw hammer .....	(3) ..... maple oak fir .....	(4) ..... banana peach plum .....
(5) ..... canary robin goose .....	(6) ..... Montreal Winnipeg Vancouver .....	(7) ..... bee wasp mosquito .....	(8) ..... north west south-east .....
(9) ..... pork beef mutton .....	(10) ..... tiger wolf lion .....	(11) ..... herring salmon mackerel .....	(12) ..... buttercup daisy violet .....
(13) ..... Fraser St. Lawrence Mackenzie .....	(14) ..... table bed desk .....	(15) ..... Alberta Saskatchewan Ontario .....	(16) ..... horse cow pig .....
(17) ..... potato carrot beet .....	(18) ..... milk water lemonade .....	(19) ..... iron silver gold .....	(20) ..... carpenter plasterer painter .....

B. Now on the line at the bottom of each box write another name that fits with the three that are printed for you. In the first box the word *tennis* has been written for you. Of course you could have chosen *basketball* or the name of any other *game* you know.

## HOW? WHEN? WHERE? WHY?

In each of the following sentences the underlined part tells *how*, *when*, *where*, or *why* something happened.

On the line following the sentence write the correct word: *how*, *when*, *where*, or *why*. The first one is done for you.

1. We hurried *to school*. .....*where*.....
2. I opened the box *with a hammer*. .....
3. Wheat is grown *in the prairie provinces*. .....
4. *At noon* the children left the school building. ....
5. The army advanced *towards the enemy stronghold*. ....
6. The leader of the expedition gave his orders *in a clear voice*. ....
7. The captain of our relay team *easily* defeated the other runner. ....
8. Many houses were destroyed *during the great flood*. ....
9. Bill was chosen centre *on account of his height*. ....
10. Bert scored a goal *just before the end of the game*. ....
11. *Because of the rain* we could not play our game with the Laurier School. ....
12. Mr. Herbert has beautiful roses *in his garden*. ....
13. Harry scored a home run *in the last inning*. ....
14. Many bears sleep *throughout the winter*. ....
15. Grizzly bears are found *in the mountains of the West*. ....
16. *Owing to her illness* Mary was unable to travel. ....
17. The sun was shining *very brightly*. ....
18. The little ship was unable to sail *on account of the storm*. ....
19. The winner crossed the finish line *with an extra burst of speed*. ....
20. The car was speeding *towards the edge of the cliff*. ....

## PLAYING AIRPLANE

A.	fuselage, dial,	propeller, elevator, switch,	aileron, rudder, engine,	pedal, throttle,
----	--------------------	------------------------------------	--------------------------------	---------------------

The words listed above name different things which are parts of an airplane.

1. Write these words in alphabetical order on the lines below.
2. Put the number of the correct meaning in the brackets in front of each word.  
(.....) ..... 1. a kind of clock face to show the speed of the plane, the height above ground, or other things.  
(.....) ..... 2. the part of the tail of an airplane that turns the plane left or right.



- |               |  |
|---------------|--|
| (.....) ..... | 3. the body of the airplane.   |
| (.....) ..... | 4. the machine which produces the power to turn the propellers.                  |
| (.....) ..... | 5. the lever which gives little or much gasoline to the engine.                  |
| (.....) ..... | 6. the movable part of an airplane wing.   |
| (.....) ..... | 7. a lever worked by the foot.   |
| (.....) ..... | 8. a revolving blade used to drive an airplane through the air.                  |
| (.....) ..... | 9. a movable part of the tail of an airplane that makes the plane go up or down. |
| (.....) ..... | 10. a small part by which the electric current can be turned on or off.          |

### WHICH SENTENCES MEAN THE SAME?

Can you tell when two sentences mean the same thing, even when the words are different? Printed below are ten sets of sentences. There are three sentences in each set. Two of the three mean the same, but the other one is different in meaning. Place a cross (X) in front of the one which is *different* in meaning from the other two. Be prepared to tell *why* the one you mark does not mean the same as the other two.

1. (a) The next morning he was at work bright and early.  
(b) Early next morning he went brightly to work.  
(c) He began work very early next morning.
2. (a) At first gremlins lived in hollow banks beside river pools.  
(b) Gremlins first lived near the hollow banks in river pools.  
(c) At first gremlins lived in the hollow banks by the side of river pools.
3. (a) Gremlins spend most of their time playing tricks on the pilots of airplanes.  
(b) Gremlins spend most of their time playing tricks on the pilots when they are riding in airplanes.  
(c) When gremlins are riding in airplanes, they spend most of their time playing tricks on the pilots.
4. (a) Baby gremlins and widgets like to climb into the gun barrels.  
(b) Baby gremlins, or widgets, like to climb into the gun barrels.  
(c) Widgets, as baby gremlins are called, like to climb into the gun barrels.
5. (a) The plane climbed into a bank of cloud and sped along in a clear sky.  
(b) The plane climbed through a bank of cloud and sped along in a clear sky.  
(c) The plane climbed up above a bank of cloud and sped along in a clear sky.
6. (a) None of the instruments could be trusted and told the truth.  
(b) None of the instruments could be trusted to tell the truth.  
(c) Not one of the instruments could be relied upon to be correct.

7. (a) Soon he was above the clouds where he could not see the earth at all.  
 (b) He was soon higher than the clouds and could not see the earth at all.  
 (c) When he was in the clouds he could not see any of the earth at all.
8. (a) Two foot pedals were installed, one on each side of the control stick.  
 (b) A foot pedal was put on either side of the control stick.  
 (c) Two foot pedals were put on each side of the control stick.
9. (a) As soon as the last passenger was aboard, the plane took off on its long flight.  
 (b) The last passenger climbed aboard, and immediately the plane started its long flight.  
 (c) As soon as the plane took off on its long flight, the last passenger climbed aboard.
10. (a) The crew of this big plane consists of the pilot and four other crew members.  
 (b) There are four men, including the pilot, in the crew of this big plane.  
 (c) There are four men in addition to the pilot in the crew of this big plane.

## THE WINGED HORSE

- A. At the left are the names of certain persons, places and things mentioned in the story. At the right are certain descriptions or ideas referring to these persons, places, or things.

Write the *number* of each description in front of the name to which it belongs.

- |                                       |  |
|---------------------------------------|--|
| (.....) The King of Persia's daughter | 1. like the shining moon               |
| (.....) Sana                          | 2. hunting in the woods                |
| (.....) The Magic Horse               | 3. riding the magic horse to Sana      |
| (.....) The King of the Greeks        | 4. evil-looking                        |
| (.....) The button                    | 6. as beautiful as the morning         |
| (.....) The Magician                  | 7. the home of the prince's bride      |
| (.....) The King of Persia            | 8. caused the horse to ascend          |
| (.....) The Princess of Sana          | 9. caused the horse to descend         |
| (.....) The pin in the horse's ear    | 10. dressed in his most gorgeous robes |

- B. 1. On page 330 is a sentence telling that the Prince of Persia asked his father if he might ride the horse. Copy the sentence.

.....  
 .....

2. On page 333 is a question which shows that the King of Sana was very much surprised at what the Prince told him. Copy the sentence.

.....  
 .....

3. On page 334 is something untrue said by the Magician. Copy what he said.

.....

## THE GIANT DRAGON FLY

- A. 1. He looked drowsily at the sky showing in turquoise spots through the green leaves of the oak.
- (a) Which word shows that the boy was almost asleep? .....
- (b) Which word tells the color of the sky? .....
2. All the little birds were screaming at a big yellow-tailed hawk that was gliding through the air.
- (a) Which word indicates that the little birds were afraid of the hawk and angry with it? .....
- (b) Which word shows that the hawk was not flapping its wings as it sailed through the air? .....
3. The boy looked up in terror and saw such a monstrous winged creature that he hid his face in his arms.
- (a) What two words together tell how he looked up? .....
- (b) What word shows that the creature he saw was very large indeed? .....
- (c) Write a shorter word from which the word you just wrote in question (b) is made. ....

- B. On page 343 is this sentence.

*Then he realized that his wish had been granted.*

What was this wish? .....

- C. Here are some sentences from the story. Tell what was really happening in each case.

1. (Page 340) A shadow was passing over the still pool.

.....

.....

2. (Page 342) The fly began to buzz louder and louder.

.....

.....

3. (Page 343) Everything was running away except a big fluffy white cloud in the east.

.....

.....

## KEEP THEM FLYING

- A. In this story the things listed at the left were used in different ways. At the right is a list telling what they were used for. In the brackets in front of each name write the number of the correct use.

(.....) sand	1. to carry pigeons from place to place
(.....) pigeons	2. to put messages on
(.....) baskets	3. to clean out the pigeon house
(.....) dinghy	4. to carry messages
(.....) strips of paper	5. to enclose the messages carried by the pigeons
(.....) message capsules	6. to keep the airmen afloat when their plane crashed into the sea
(.....) hatch	7. to allow the airmen to get out of the cockpit of their plane

- B. Find groups of words meaning the following.

1. (Page 345) The planes could not go up on account of the fog.

.....

.....

2. (Page 347) Good bye. (Two words said by Tommy to his father).

.....

3. (Page 348) The radio operator did his best to send a message of distress.

.....

.....

- C. Here are some headings which you might use if you were telling this story yourself. Number them in the order in which you would use them.

- (.....) The crash of the bombers
- (.....) Tommy introduces Winkie to his father
- (.....) The banquet
- (.....) Winkie flies home from the plane
- (.....) The airmen spend all night in the dinghy
- (.....) Tommy reports Winkie's return
- (.....) The airmen are rescued
- (.....) Winkie and her companion are put aboard the bomber.



## CHAPTER EIGHT — REVIEW

A. On the lines write the titles of the stories and poems described.

1. A story in which a little Navajo Indian boy is frightened by an airplane .....
2. A story in which a princess is carried off by a wicked magician .....
3. A poem in which a little boy sees thousands and millions of stars .....
4. A poem in which an eight-year-old boy wishes he could pilot an airplane .....
5. A story in which a carrier pigeon helps to save the crew of a bomber .....
6. A story in which some children build an airplane .....
7. A story in which two boys learn how to fly an airplane .....
8. A story about the wee elves who play tricks on airplane pilots .....

B. Read quickly through the pages mentioned below and fill the blanks in the sentences.

1. (Page 311) The airplane flies more swiftly than an .....
2. (Page 315) Before the motor switch was snapped on, Mr. Willis shouted out the window ".....".
3. (Page 319) The boy in this poem does not expect to be able to fly an airplane for some years because he is .....
4. (Page 332) The King of Sana was very angry when he heard that .....  
.....
5. (Page 346) Tommy McIntosh said that it was his job to .....  
.....

## SPRING CARNIVAL

- A. Spring brings new and joyous life after the cold, dark days of winter. Spring makes us happy. We want to go outdoors in the bright sunshine, to sing and to dance. The sun is bright and cheerful once more; the winds are soft and refreshing; even the rain is warm and pleasant. They all invite us to enjoy ourselves, to sing and dance together, to hold a carnival.

1. Does the poem seem to say that boys and girls are invited to the carnival?

.....

2. A herald is a messenger who announces or calls out to everybody some great news.

Who is called a herald? .....

Can you finish these sentences?

3. The rain is a ....., beating joyfully on his .....

4. The wind is a ....., blowing cheery notes on his .....

5. The sun is a ....., calling to every boy and girl, and to every flower of the field and the garden that spring is here.

B. Underline the best answers:

1. The first verse tells us:

- (a) that the sun, the rain and the wind went to the carnival.
- (b) that the sun, the rain and the wind gave an invitation to the carnival.
- (c) that Spring held a carnival.
- (d) what a carnival is.

2. The second verse tells us:

- (a) what tulips are like.
- (b) that snow-drops are like stars.
- (c) who came to the carnival.
- (d) that tulips and snow-drops are spring flowers.

C. The writer of this poem wrote two verses. Suppose she had written a third one. Which of these ideas do you think she might have used?

- (a) The robins and the butterflies came to dance at the carnival.
- (b) There were exciting games, good things to eat, and sweet music at the carnival.
- (c) Boys and girls went to the carnival.
- (d) Spring held a carnival.

## THE PRAIRIE CHICKEN DANCE

Read the story of *The Prairie Chicken Dance* and find out these things. Answer each question in a good sentence.

1. How many eggs did Joan and Peter find?

.....

2. How was the nest made?

.....

.....

3. Why did the children take the eggs home?

.....

.....

4. What color were the eggs when the children first saw them?

.....

.....

5. What color were they when they were first laid?

.....

.....

6. What did the scratches or marks on the shells show?

.....

.....

7. What color were the little chicks when they were hatched?

.....

.....

8. How old were the chicks when they danced their first dance on the tin under the stove?

.....

.....

9. The chickens had fun dancing. In what other way did they play and enjoy themselves?

.....

.....

10. Where did the prairie chickens sleep during the winter?

.....

.....

## FINDING PROOF

- A. In the story "The Prairie Chicken Dance" you will find sentences to prove that the statements printed below are true. Find these sentences and write them on the lines. You are told the page on which each sentence is to be found.

1. (Page 358) When Joan cried out the prairie chickens flew away.

.....  
.....

2. (Page 358) The mother hen had been killed by some cruel foe.

.....  
.....

3. (Page 359). It was very hard to see the little chickens when they lay still on the grass.

.....  
.....

4. (Page 360) The little chickens always seemed to be hungry.

.....  
.....

5. (Page 360) The chickens did not leave the farm during the summer months.

.....  
.....

6. (Page 361) The prairie chickens found cozy beds under the snow.

.....  
.....

- B. Here are seven words telling what the prairie chickens were doing at different times.

*rattling, careering, leaping, whirling, sliding, drumming, dancing.*

Write two of these words under each heading below. You will not need to write one of them at all.

Making a noise

Spinning round and round

Running and Jumping

.....	.....	.....
.....	.....	.....



## DESCRIPTIONS

Some of these sentences help to give a picture of the streets of a city on Saturday night. Others picture them on Sunday morning. Put (1) in front of those referring to Saturday, and (2) in front of those describing the Sunday morning scene.

- ..... The streets were peaceful and quiet.
- ..... Parked automobiles lined the streets before the stores.
- ..... Newsboys were calling out the evening headlines.
- ..... Bells could be heard ringing from the nearby steeples.
- ..... An occasional car rolled leisurely towards the park.
- ..... Busses and streetcars were filled with passengers.
- ..... Crowds of people were hurrying home laden with parcels.
- ..... Small family groups were on their way to church.

Imagine that you were in the woods or out in the open fields on a hot mid-summer day. Put (1) in front of the sentences helping to give a picture of what it was like in the woods, and (2) in front of those referring to the open fields.

- ..... The cool moist earth was carpeted with green ferns and grasses.
- ..... We panted and gasped in the hot dry air.
- ..... The brilliant sunshine seemed to burn our eyes.
- ..... We took deep breaths of the fragrant, perfumed air.
- ..... Chipmunks and squirrels darted here and there, chattering and scolding.
- ..... Here and there bright rays of sunlight pierced the shadows.
- ..... Our feet slipped and slid on the dry brown grass.

Mark with (1) the sentences describing the cold region about the North Pole, and with (2) those dealing with what you might notice in the tropics.

- ..... Seals were basking in the sun.
- ..... Although it was midnight, the sun still shone coldly low in the sky.
- ..... A party of hunters was proceeding warily through the jungle.
- ..... Vines and climbers of all kinds stretched their leafy arms from tree to tree.
- ..... An unbroken expanse of white stretched before our eyes.
- ..... Thickly clad in warm furs, the hunters crawled over the great floes.
- ..... Troops of monkeys chattered in the trees.
- ..... The river flowed silently between its tree-clad banks.
- ..... A she-bear was feeding her little white cubs on fish she had just snatched from the water with her powerful paw.
- ..... In the distance we could hear the roar of a lion.

Put (1) in front of the sentences which help to picture people in church. Place (2) in front of those which help to picture a scene in the theatre.

- ..... The congregation took their seats in silence.
- ..... The rich tones of the organ's sacred music filled the whole building.
- ..... The audience clapped to show their delight and appreciation.
- ..... Before the curtain went up there was a lively hum of conversation.
- ..... Everyone joined in singing the well-known hymns.
- ..... The choir sang in reverent tones.
- ..... The orchestra played lively, stirring music.

# BIRDS TO THE RESCUE

A. This short story is chiefly about:

1. How sparrows obtain their food
2. How birds attack grasshoppers
3. How birds help us by eating pests
4. Wrens, chickadees and woodpeckers.

B. A number of words are used to tell what birds do to obtain their food. These pictures suggest four of these words. Write the word suggested under each picture.

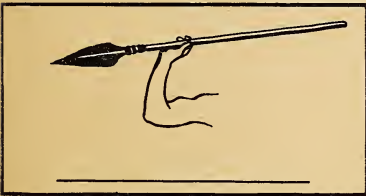
Now on the lines opposite the pictures write short sentences *from the story* containing these words. Each sentence will tell what certain birds do.



1. ....  
 ....  
 ....



2. ....  
 ....  
 ....



3. ....  
 ....  
 ....



4. ....  
 ....  
 ....

C. Name five kinds of "pests" mentioned in the story which are eaten by various birds. After each write the name of one bird which eats it.

- |         |         |
|---------|---------|
| 1. .... | 4. .... |
| 2. .... | 5. .... |
| 3. .... |         |

## FINDING THE PROPER RHYTHM

- A. Choose the line following each verse which gives the best meaning and rhythm. Write it on the line.

### THE WISHING TREE

I know of a tree,  
A magical tree,  
Which makes wishes and dreams come true;  
And some day, if you're good,  
If you're really good,

---

- (a) I'll take you and I'll show it to you.
- (b) I'll take you and show it to you.
- (c) I'll show you the tree.

You shall stand in its shade,  
Its cool, leafy shade,  
And utter a wish plain and clear;  
And then overhead,  
On a branch overhead,

---

- (a) What you wish for will appear.
- (b) What you wish for will most surely appear.
- (c) What you wish for will surely appear.

If you ask for a boat,  
A silver-sailed boat,  
'Twill be there in a tossing green sea;  
If you wish for a doll,  
A golden-haired doll,

---

- (a) She'll be smiling at you from the tree.
- (b) She'll be up there in the tree.
- (c) She'll be smiling down at you from the tree.

But suppose that your wish,  
Your dearest wish,  
Is to grow to be noble and true;  
Then the tree's every leaf,  
Every murmuring leaf,

---

- (a) Will whisper, "We're truly proud of you."
- (b) Will say that it's very proud of you.
- (c) Will whisper, "We're proud of you."

- B. The strongly accented syllables are underlined for you in the first verse. Now underline the strong syllables in the rest of the poem. Do not forget to underline the strong syllables in the lines you wrote to complete the verses.

## MR. TOAD

- A. Here is part of the story with certain words printed in italics. On the lines below tell what each italicized word stands for.

Badger strode up the steps. "Take him inside", *he* said sternly to Rat and Mole. Toad was hustled struggling through the door. "Mr. Toad has changed *his* mind", said <sup>(1)</sup>  
<sup>(3)</sup>  
Badger to the chauffeur. "He will not require the car". Then *he* followed *the others* inside and shut the door.

"Now, then", he said to Toad, "take *those things* off!"

"Shan't", replied Toad.

"Take them off him, *you two*", ordered Badger.

They had to lay Toad on the floor, kicking and calling all sorts of names, before *they* could get to work properly. Rat sat on him, Mole stripped his motor clothes off him, and they stood *him* on his legs again.

- |                       |                     |
|-----------------------|---------------------|
| 1. he .....           | 2. his .....        |
| 3. he .....           | 4. the others ..... |
| 5. those things ..... | 6. you two .....    |
| 7. they .....         | 8. him .....        |

- B. In your reader, just before the last part of the story is told, there is a row of stars. These stars show that part of the story has been left out. Tell in a good sentence or two what you think happened.

.....

.....

.....

.....

.....

.....



## A WORD GAME

Change one letter in the word printed in capital letters to make a new word with the meaning given. Write the new word on the line. Remember to change *one* letter only. The first one is done for you.

### MAT

1. ....*rat*..... An animal something like  
a mouse
2. .... a grown-up boy
3. .... very,very angry
4. .... a grown-up kitten
5. .... a kind of club to hit a ball  
with

### CAR

1. .... a black, sticky substance  
used to build roads
2. .... a long distance
3. .... a glass or earthenware ves-  
sel to hold jam
4. .... fighting between countries
5. .... a metal container to hold  
liquids
6. .... a taxi, a kind of carriage
7. .... an animal
8. .... a rod
9. .... a poor kind of dog
10. .... something to wear on your  
head

### POT

1. .... the opposite of *cold*
2. .... a small bed
3. .... a point
4. .... obtained, received
5. .... a favourite animal
6. .... place, set down
7. .... the green case that peas or  
beans grow in
8. .... a deep hole in the earth
9. .... go bad, decay
10. .... a light blow with the hand.

### PIN

1. .... something to write with
2. .... a metal
3. .... a kind of box to hold flour  
or grain
4. .... a loud noise
5. .... something to cook things  
in
6. .... a farm animal
7. .... something that helps a fish  
to move through water
8. .... succeed, gain
9. .... a deep hole in the earth
10. .... wrong-doing

## THE LIGHTHOUSE AND THE SEAGULL

A. This story is almost all told in the form of conversation, first between the .....  
and the ....., and then between the .....  
and the .....

B. In a story of this kind we often find words like "*said the lighthouse*" and "*said the seagull*". The writer of this story often uses other words for *said*. These other words tell *how* the speakers said things

The wind *shrieked* its threat to blow the lighthouse over. "I'll blow you over one day", *shrieked* the wind.

The lighthouse *laughed* his reply to the wind to show that he was not the least bit frightened. "One day is never", *laughed* the lighthouse.

1. Find nine words used instead of *said* and write them on the lines.

- (a) ..... (b) ..... (c) .....  
(d) ..... (e) ..... (f) .....  
(g) ..... (h) ..... (i) .....

2. Write two words used instead of *said* to show that the lighthouse spoke in a loud, angry voice.

.....

C. Write a sentence from the story in which the lighthouse is very boastful about what he knows.

.....  
.....

D. Underline the best answer.

All through this story the seagull is

- (a) teaching the lighthouse something.  
(b) teasing the lighthouse.  
(c) admiring the strength of the lighthouse.  
(d) telling the lighthouse a funny story.

E. Towards the end of the story the lighthouse became very angry and started a number of times to say something, but did not finish. What do you think he was going to say?

.....  
.....  
.....  
.....

## COMPLETING A POEM

- A. Here is a poem about outdoor fun. Little parts have been left out. Can you fill in one word on each short line to finish it? Make the fourth line of each verse *rhyme* with the second. Fill in words which keep the proper *swing* or *rhythm* and which give sensible meaning.

(This sentence contains many words that will help you to complete the poem.)

*Sleepyheads are often too lazy to get up from their beds and put on their coats to go out and enjoy sport and play with their friends.*

.....  
Snowflakes falling soft and white  
At the break of *day*  
Call to children in their beds

To come outdoors and .....

They seem to say: "Come out, come out!  
Come every girl and *boy*.  
A fairy playground here we've made

For children to .....

"We've come especially for you.  
You little *sleepyheads*.  
Wake up, we're here to bring you joy;

So hurry from .....

"Put on your mittens or your gloves,  
And button up your *coats*,  
And wrap your cozy woollen scarves

Quite snug around your .....

"Come out and make a big snowman,  
Come build a great snow *fort*;  
Come out and snowball with your friends,

Come join in .....

It's fun to wade through drifted snow  
And coast on speeding *sleds*;  
But these are joys for wide-awakes

And not .....

- B. When you have read the poem and filled in the words to complete it, write a good title for the poem on the line at the top. When you are thinking about a suitable title remember that the snowflakes are *inviting* children to come out and play.

## ANN GUSTI'S CIRCUS

At the left are some statements about Ann Gusti and her circus. At the right are some headings which help to make an outline of the story.

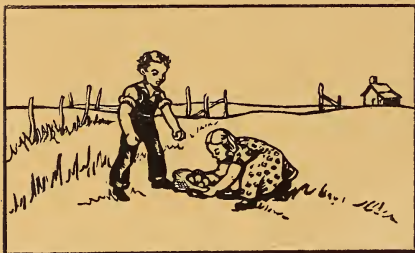
The second sentence tells one of Ann Gusti's names, and so the number 2 has been written after the letter A under the heading *Ann Gusti's Names*. Write the number of each sentence under the proper heading.

- |  |  |
|--|--|
| 1. Ann Gusti's dress was blue with black stripes.  | I Ann Gusti's Names                          |
| 2. Ann is sometimes called an oil beetle.  | A. ....2.....                                |
| 3. When she was a baby, there was no proper food for her nearby, and so she did a clever thing.      | B. ....                                      |
| 4. One name for Ann Gusti is the buttercup beetle.   | II What she looked like                      |
| 5. Buttercup leaves were her favorite food.  | A. ....                                      |
| 6. When she was disturbed she pretended to be dead.  | B. ....                                      |
| 7. Ann Gusti performed in the circus.  | III What she liked to eat                    |
| 8. When she pretended to be dead, oily drops came out of her joints.                                 | A. ....                                      |
| 9. She grabbed hold of the hairs on a bee's legs and was carried to the bee's nest to find her food. | IV Her First Ride                            |
| 10. She had two wing covers on her back.   | A. ....                                      |
| 11. Jack and Jane had a click beetle as one of their performers.                                     | B. ....                                      |
| 12. Uncle David took the beetles back to their meadow home.  | V Her Trick                                  |
| 13. A "Walking Stick" was the "Thinnest Living Skeleton" in the circus.                              | A. ....                                      |
|  | B. ....                                      |
|  | C. ....                                      |
|  | VI The Performers in the Woodshed Circus     |
|  | A. ....                                      |
|  | B. ....                                      |
|  | C. ....                                      |
|  | VII What happened at last to the performers. |
|  | A. ....                                      |



## FINDING SENTENCES TO FIT PICTURES

Here are some pictures. You can find a sentence somewhere in the stories of chapter nine to tell what each picture is about. Find the best sentence for each one and write it on the lines opposite the picture. You are told what page each sentence is on.



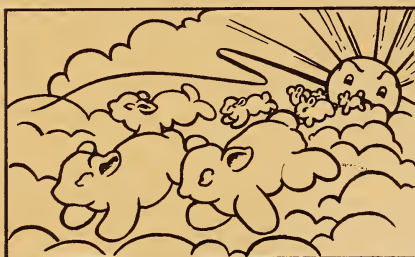
Page 359

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Page 387

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Page 363

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Page 388

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Page 365

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.....

.....

.....

A. The two children went on hand in hand. The woods became thicker and thicker, darker and darker. The children did not know where they were. After a while they became so tired that they lay down to rest under a great fir tree. The fir needles made a soft bed and soon they were fast asleep. When they awoke they found that they were warmly covered with leaves from nearby trees.

1. This paragraph is chiefly about:
  - (a) Two children lost in the woods.
  - (b) Two children asleep in the woods.
  - (c) Two children walking hand in hand.
  - (d) Two tired children.
2. The leaves of the fir tree are called .....
3. Which word tells us that the fir tree was a very big one? .....
4. Underline the statement you think is correct.
  - (a) The woods became darker because they grew thicker.
  - (b) The woods became thicker because they became darker.
  - (c) The woods became darker and darker because the children were walking hand in hand.
5. Who do you suppose had covered the children with leaves?
 

(a) Their father and mother.	(c) The birds.
(b) The children themselves.	(d) The fir tree.

B. Jim Bentley had one ambition. He wanted to be the best mower in the district. He wanted to be able to cut more grass faster and better than any boy or man living near. He watched Bert Harvey, the finest farmer in the neighborhood, and tried to copy his way of swinging the scythe. Mr. Harvey had been the district champion for many years.

1. This paragraph is chiefly about:
  - (a) Jim Bentley's becoming the finest mower in the district.
  - (b) Bert Harvey.
  - (c) Mowing with a scythe.
  - (d) What Jim Bentley wanted most of all.
2. Find a word in the paragraph meaning about the same as the word *district*.  
 .....
3. When a person does something better than anybody else, he is a  
 .....

4. When a person has an ambition, he:
- (a) practises mowing.
  - (b) watches somebody using a scythe.
  - (c) wants very much to do something.
  - (d) is the district champion.
5. What tool used by a farmer is mentioned in the paragraph? .....
6. When a person is mowing grass, he:
- (a) is the district champion.
  - (b) has a great ambition.
  - (c) swings a scythe.
  - (d) tries to copy somebody's way of working.

# BOOKS I HAVE READ THIS YEAR

Title .....

Author .....

This book is about .....

.....

.....

Title .....

Author .....

This book is about .....

.....

.....

Title .....

Author .....

This book is about .....

.....

.....

Title .....

Author .....

This book is about .....

.....

.....

Title .....

Author .....

This book is about .....

.....

.....



Title .....

Author .....

This book is about .....

.....

.....

Title .....

Author .....

This book is about .....

.....

.....

Title .....

Author .....

This book is about .....

.....

.....

Title .....

Author .....

This book is about .....

.....

.....

# MY SCORE CARD

FOR THE SIX TESTS

Test	Date	Highest Score in Class	My Score
1			
2			
3			
4			
5			
6			

Score	Test No. 1	Test No. 2	Test No. 3	Test No. 4	Test No. 5	Test No. 6
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						

First write the scores in the left-hand frame. Then place a little cross (x) on the proper test line in the right-hand frame opposite the score you have made. As you do the second, third and later tests you can draw a line to join the little crosses. Try to make this line climb to the top and stay there.

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